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ABSTRACT

The Reform in Teacher Education project originated as a counter proposal to the USOE Bureau of Educational Personnel Development in reaction to Task Force '72. The proposal from the National Education Association suggested that teachers should and could be involved in reforming and managing in-service teacher education. The project engaged local teacher associations in designing the reform of teacher education. The first phase of the study involved steps that led to deciding what reforms should be undertaken. First emphasis was given to the study of the learner. Each local site decided on its own approach to child study. From that point they proceeded to work on redesigning their school, redefining their staff, and describing the in-service education needed for such redefinition. The project is action oriented. It deals with teaching and schooling where it's happening. The project results are not disappointing. Success at the four sites ranged from moderate to distinctly successful. Consultants and evaluators recommend continuing the project into phase two, which involves agreements, negotiated or otherwise, at the local level. A 36-item bibliography and appendixes of related project material are included. (Author/MJM)

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Final Report

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TEACHER DESIGNED REFORM IN TEACHER EDUCATION THROUGH TEACHER ASSOCIATION NEGOTIATIONS

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AUTHORS' ABSTRACT

The Reform in Teacher Education project originated as a counter proposal to the USOE Bureau of Educational Personnel Development in reaction to Task Force '72. The proposal from the National Education Association suggested that teachers should and could be involved in reforming in-service teacher education, and that probably the most telling impact in changing in-service teacher education could come if teachers managed it through the initiative of teacher associations -- including national and state, but mostly local.

The project engaged local teacher associations in designing the reform of teacher education. The first phase of the study, reported here and representing findings to date, involved steps that led to deciding what reforms should be undertaken. Considerable attention was given to the process of getting to those decisions.

First emphasis was given to the study of the learner. Each local site decided on its own approach to child study. From that point they proceeded to work on redesigning their school, redefining their staff, and finally, describing the in-service education needed for such redefinition. The project is action-oriented. It deals with teaching and schooling where it's happening. And it suffers from all the human imperfections of people trying to identify, deal with, and reduce their own problems.

The results, however, are not disappointing. It is clear that success at the four sites ranged from moderate to distinctly successful. Consultants and evaluators recommend continuing the project into phase two, which involves agreements, negotiated or otherwise, at the local level.

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Lois Williams, Project Consultant
William H. Drummond, Project Consultant
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PREFACE

This study is a first of its kind to probe into teacher organization activity at the local level to reform in-service teacher education. It was initiated by the National Education Association; supported by the California Teachers Association, Oregon Education Association, and Washington Education Association; and carried out by the San Diego Teachers Association and Hayward Unified Teachers Association in California, Bellingham Education Association in Washington, and Springfield Education Association in Oregon.

Lois Williams and Don Sharpe, members of the NEA Council on Instruction and Professional Development, and William Drummond, associate in teacher education at the state education department (Superintendent of Public Instruction) in Olympia, Washington, served as continuing consultants. They gave their time to this project. State education department officials Blair Hurd of California, Kevin MacTavish of Washington, and Richard Gardner of Oregon also contributed their services to the project.

Roy A. Edelfelt
Project Director

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INTRODUCTION

A group of educators brainstorming national education with a view toward recommending areas of emphasis or thrusts for the U. S. Office of Education identified, among others, the following major national problems:

1. Lack of a total systems approach to teacher education. No comprehensive plan for educating a teacher, from the time interest in teaching is first expressed until the time of retirement, exists in practice.

2. School-university-community trichotomy. Relations among these important educational constituencies often at best are only casually random or incidental and are frequently nonexistent.

3. Need for more relevant training settings. Real world credibility gap--most training is done "far from the children crowd."

4. Lack of universally accepted criteria regarding good teaching. The controversy over whether good teaching is an art or a skill continues to be a timeless rationalization for "copping out" and not acting on the problem.

5. Accountability--of both teacher and trainer. Activities of both are too important to be left to chance.

Three other problems (though not specifically related to any one of the thrusts) were also considered to be extremely important:

1. General lack of parity among participant groups in the development, implementation, and evaluation of educational programs.

2. General lack of research foundations for many important educational strategies and training programs.

3. General lack of feedback and adjustment (renewal) systems in most training programs.[1]

The proposal on which this project was based arose from the feeling that teachers working together in their local and state associations could, if made aware of their potential influence, be a powerful factor in bringing about change in the way teachers "teach" children. They could start through

[1] Report of Task Force '72, U. S. Office of Education.

local in-service education and later branch out to influence preservice education. It was reasoned that if from 16 to 20 teachers, identified through association channels, could be brought together to examine this concept, and if they accepted it, they could design and carry out their own projects to reform teacher education. There was also the hunch that it would be of value to share their successes, failures, and frustrations with other colleagues in education.

This report is the first effort to share.

Part I

Rationale of the Project

Teacher education, particularly in-service education, must serve the needs of practitioners so that they can respond effectively to the educational demands of students and society. To accomplish this, professional personnel, particularly teachers, must become sensitive to the needs and life-styles of students and have sufficient control over their own training, development, and professional performance to make each school an optimum operation in its time and place. Once teachers have a chance to determine what school should be like and what their roles should be, they can negotiate policy, conditions of work, and staff development programs that can achieve such reform in education and teacher education.

Depending on teacher association initiative and professional negotiations to reform teacher education is a new approach. It is not intended to skirt or ignore traditional approaches through state departments of education or colleges and universities. It is intended to stimulate action by teachers in schools and to open an important new avenue for change, the argument being that reform in teaching and teacher education can most directly be attacked in schools where teaching and learning actually take place.

Tacit assumptions about school and teaching cannot be left to chance. In-service teacher education should be planned in terms of specified models of schools and defined roles for personnel who are to carry out the purposes of the schools. In this project, models of schools were developed with input from students and parents. (See three models charted on pages 4 and 5.) Teachers drew inferences about what school should be like from careful examination and observation of and discussions with students as well as

ILLUSTRATIONS OF POSSIBLE MODELS OF SCHOOLS

	Model A	Model B	Model C
Primary Emphasis	Subject matter and skill development primary, academic subjects have priority	Intellectual, social, physical, aesthetic development	A productive life experience for students during years spent in school
Learning decided by	Learning developed sequentially by experts and professionals	Learning developed along individual and personal lines, depending on the student's ability and interest	Learning determined by students with consultation of teachers, parents, and community contact people
Content determined by	Curriculum content dispensed by teachers and texts and workbooks	Content drawn from all sources of knowledge, depending on problems a student or students are attacking	Content incidental to learning; emphasis on learning how to learn, to inquire, to make decisions or draw conclusions -- encounter with experience as it comes up being the major determinant
Curriculum organization	Curriculum organized around subjects, courses, or disciplines	Curriculum organized around the individual development of each student	Curriculum organized around the experience students have, the problems they face
Teacher's main function	Teaching involves directing students learning along prescribed lines	Teaching includes any form of interaction with students that is designed to assist learning	Teacher mainly a sounding board, a constructive critic, a resource person

	Model A	Model B	Model C
Criteria for learning	Evaluation of learning largely by paper-and-pencil teacher-made or standardized tests	Evaluation of learning employs multiple devices for assessment, with emphasis on behavioral change and self appraisal	Evaluation of learning based primarily on student-developed goals -- assessed by students as well as faculty and community-involved people
Schedule for school learning	School day 5-5½ hours, five days a week, 175-190 days a year	"School" extended to any hours devoted to learning -- in or out of school under the auspices of school	School serves as the base from which work-study program extends -- essentially, calendar is developed for the individual and includes the entire year
Organization of students	Students organized into classes, taught in classes, and grouped by age and academic ability within age group	Students organized, in groups or individually, in terms of purposes -- determined by students, teachers, and parents	Students organized sociometrically, this balanced with teacher having some options to organize for new exposures
Organization of teachers	Teachers organized in faculties by grade at elementary level and subject at high school level	Teachers organized into teams, including a variety of types of personnel -- professional, paraprofessional, and ancillary	Teachers organized and reorganized periodically -- for students' benefit and to ensure their own vitality and challenge; central guideline is bringing together a vital, productive, stimulating team.

Discussions with parents, Most important, teachers devised staff training to prepare themselves to assume the necessary roles to staff such schools. An incidental yet vitally important aspect of this involvement by teachers was that the process helped make them sensitive to the world of today's student -- and began to give evidence that they were becoming advocates of student need rather than advocates of the status quo.

The initial work on this project (phase one, reported here) involves testing the plan outlined on pages 7 and 8 through its first six steps. Three state education associations, each working with two carefully selected local associations (4 of which became action project sites), planned and monitored the six steps. Experience gathered from this venture, if deemed successful, will provide the material for a larger plan (phase two) to include about thirty local associations in eleven states. This larger plan, to be developed into a more comprehensive proposal to the USOE Bureau of Educational Personnel Development and Bureau of Research for funding, will be carried through all nine steps (as listed on pages 7 and 8) and be disseminated widely to state and local affiliates of the National Education Association and to other teacher organizations.

The idea of local teacher association participation in the reform of teacher education through locally negotiated contracts is intended to supplement and run parallel to other USOE-funded efforts for reform. The larger plan will draw on and use as appropriate the handbook on Negotiation for Improvement of the Profession[2] developed by the NEA. It will utilize training materials and protocols developed in other projects as teachers find them

[2]National Education Association, National Commission on Teacher Education and Professional Standards. Negotiation for Improvement of the Profession: A Handbook for Local Teacher Association Negotiators. Washington, D. C.: the Association, 1971. 92 pp.

appropriate; and it will utilize higher education, Regional Laboratory, R&D Center, and state education department resources as needed.

The essential uniqueness of this project is the placing of responsibility for reform of teacher education with teachers and teacher associations and the using of negotiated agreements to fix responsibilities for action. The process itself could educate, alert, and commit a large segment of the teaching profession to needed reform and could build the kinds of checks and balances which should ensure movement and change in productive directions.

Methods and Procedures

There were a few givens in this project; those dealing with rationale have already been described.

The project was conceived in two phases as described above. Phase one (reported in these pages) included teachers, teacher associations, and state departments of education (working with NEA) in three states -- California, Oregon, and Washington. In an agreement prior to the project, the California Teachers Association (CTA), the Oregon Education Association (OEA), and the Washington Education Association (WEA) subscribed to the project rationale and to selecting local education associations in each state that indicated interest in and willingness to follow the plan outlined in the first six of the following nine steps. (See Appendix 1.)

Procedural Steps

Step 1. Teams of teachers in a building will design ways of studying and describing the needs of the children with whom they work.

Step 2. Teams of teachers will analyze the data they collect.

Step 3. Teams of teachers will study what others have reported about the role of the school, the nature af children, the needs of society, the nature of change, and the ways of bringing change about.

Step 4. On the basis of what they have discovered, teachers will describe what their school should be like.

Step 5. By comparing this new model with what exists, teachers will identify needed changes.

Step 6. Teachers will indicate the changes in teacher roles and needed staff development.

Step 7. Teachers will use negotiations as one way of bringing about the proposed changes.

Step 8. Teachers, administrators, and institutions of higher education will develop programs consistent with the negotiated agreements, including in-service programs, renewal centers, protocol materials, and teaching models.

Step 9. Teachers, associations, and others involved will review their action and evaluate the impacts the changes have had on children and teachers.

On the basis of these steps, the following local affiliates were selected by the respective state teacher associations to participate in the project: Hayward Unified Teachers Association, Hayward, California; San Diego Teachers Association, San Diego, California; Springfield Education Association, Springfield, Oregon; and Bellingham Education Association, Bellingham, Washington.

Two association members were selected at each site to serve on a steering and planning seminar and to assume leadership for a project in one local school. The two local representatives, plus a state association staff member, a state department of education staff person, and project consultants, constituted a continuing leadership group which served the projects throughout the 1971-72 school year. (See Appendix 2.) This group was created to:

1. Establish a frame of reference and program direction
2. Select project sites (One in each state was the initial idea. Actually, four were selected as the project developed.)
3. Serve as a communications link and sharing mechanism
4. Project, alter (when necessary), and carry out a time-line schedule

5. Facilitate evaluation and reporting

6. Cooperatively manage the total project.

At the outset several sources of possible assistance were identified, all of which represent the agencies and groups involved. The sources were:

1. Colleagues involved in the project

2. The director of and consultants to the project

3. Staff members of state and local associations who are concerned with instruction and professional development

4. State department personnel concerned with instruction and professional development

5. Local school staff concerned with curriculum and instruction

6. Local teacher education institutions.

Preliminary planning and the selection of locals in each state was accomplished in August and September 1971. The first meeting of the steering and planning seminar -- largely for orientation to the rationale, methods, and procedures of the project -- took place in Issaquah, Washington, in September 1971. (See Appendix 2A.) Participants agreed on:

1. Criteria for site selection

2. A time-line for the projects

3. Procedures to be followed at home

4. Ideas for keeping a log

5. Seeking out ideas from the literature

They also agreed to:

6. Share the idea of this project with members of their local association, and gain acceptance or rejection of same

7. Keep a log of activities

8. Review the negotiations handbook[3].

[3]NEA, op. cit.

A planning meeting of a subgroup (on November 1) was followed by a second steering and planning seminar on November 8-9 in San Francisco. (See Appendix 3.) At this second seminar agreements were reached on sites, study plans, time-line, and general procedures for operating projects. (See Appendix 4.)

Following the November seminar, each site proceeded to develop and get approval on its plan (see Appendix 5), which included moving through Steps 1-6.

Members of the steering and planning seminar met again on February 19-20, 1972, in San Francisco to report progress, reaffirm plans for the spring semester, and plan project evaluation. "Most projects have begun or nearly finished child or youth studies. . . .We discovered at San Francisco that the process (outlined at the outset of the project in six steps) may not flow in quite the sequence or order described. We found teachers changing along the way, becoming something different because of new insights gained, trying new techniques or organization because study to that point revealed new options, or finding different curricula appropriate because of evidence gained from student, parent, or colleague. . . .So it may be that the orderly form of procedure outlined at the outset doesn't always (or ever) fit. The steps (1 through 6) may not occur in precise order. . . ." (See Appendix 6.)

Plans for five different approaches to assessment were developed at this seminar, and it was agreed that a summary of ways of looking at students would be prepared in reporting the project. (See Part II of this report, which begins on page 19.) Also, plans for disseminating results were made.

Aside from these general guidelines and plans, local projects were managed and carried out at the local level. Project seminars supported and strengthened local activity, at least for the two representatives from each site, and they provided a forum for comparison and sharing.

One way of reporting the value of the seminars is illustrated by the following observations and comments noted by one of the consultants who kept a log of the four seminars:

1. State departments of education relate to teachers only through administrators and the hierarchy from the "top down."

2. Teachers are beginning to want to do it themselves.

3. Teachers are so busy "coping" that they cannot take a detached look.

4. Kids are ego-centered, individualistic, and humanistic-oriented.

5. In-service education must be more than extension courses offered by a neighboring university. Outside resources can be helpful, but many resources exist in the peer group.

6. Working on a problem of mutual concern is an effective way of testing values.

7. When administrators are not communicating with teachers about instructional problems, new lines of communcation need to be developed.

8. One of the ways of getting promising practices institutionalized is by having some teachers infect others with their enthusiasm.

9. Professional decisions need to be made at the building level -- where the action is.

10. It is difficult to get teacher preparation institutions to help with this project. They are willing to set up extension courses and some individual members of the university are willing to serve as paid consultants. All four sites reported this difficulty. Perhaps we need to really push for Teacher Renewal Centers.

11. Training was an integral part of studying children -- we learned by doing.

12. The associations -- local and state -- were the great new element in professional development. They helped us attain visibility.

13. The chief value of the project was in the process used -- a group of teachers looking at children and discovering what children are thinking about while in school. They may not have discovered universal truths but in looking at, talking with, and listening to children, their roles as teachers were radically changed.

14. We learned how complex and frustrating attempting to change the establishment can be.

15. What has happened to us as individuals is great. You may never see it on paper.

16. We may not have the greatest scientific instruments, but we have learned a lot and in the process have become much stronger as a staff unit.

Two factors made it difficult to report on Steps 2 - 6. First, Step 1 was the all-consuming, action-oriented, innovative element which required most of the year to complete. Second, Steps 2 - 6 are so intertwined with each other and with Step 1 that they can only with difficulty be sorted out and reported. Many of the participants seemed to feel that they had been successful in studying children (Step 1), becoming acquainted with relevant literature (Step 3), and making some preliminary analysis of the data (Step 2). However, their attempts to draw inferences about what their school should be like (Step 4), to propose changes (Step 5), and to describe the new kinds of roles they would play and what help they would need in professional development (Step 6) were not brought to completion at every site. (More on each project later.) At some sites some consensus was achieved on Steps 4 - 6, but the time-line proved to be unrealistic for a complete and comprehensive treatment of all six steps.

The schools attempting to achieve closure wanted more time to devote to Steps 2 - 6. The various reports reveal that some teachers had reorganized their priorities and were changing behavior as individuals, that they had indeed completed the six steps. A great amount of group sharing occurred, but there was not always time for this sharing to result in formal conclusions and recommendations for change.

The three-day retreat held by one school staff proved helpful in analyzing data and designing a model school. The staff felt that even here there was insufficient time to draw up the quality of plan they were potentially capable of.

A staff member at one site reported the following conclusions from their child study: "We recognize what we've known all along -- that the 'real' needs of students influence the quality of the life they live in school. The quality of life in school plays a major role in the quality and quantity of learning. The 'outside school' problems bear heavily on student behavior in school. Teachers need to be open, real, responsive, and willing to become involved."

Another participant reported, "My children are not standing on my toes. They are standing beside me and we're looking at things together and learning together."

A third teacher reported, "As a result of this study of student needs I feel that my best qualities, really the important ones, are my human qualities. My professional (subject matter) competence more often than not gets in the way of providing a healthy learning environment."

Another teacher said, "Good things began to happen when we started. We are sorry we were unable to increase the role of the association. It was great, but I don't know if I could stand another year of it."

Précis of Outcomes at Each Site

Bellingham, Washington

The Parkview School staff succeeded in describing the school they think essential for their school population, the kind of faculty their school should have, and the in-service training needs of faculty. (See Appendix 8.) Although the descriptions are general, it is obvious that they grew from child study.

Several sources of data indicated that child study prompted teachers to listen more to children. Teachers recognized that they had not been "tuned in" adequately. Apparently part of the in-service development was a change

in teacher awareness and behavior. Parent contact also proved productive and gratifying, especially when considered along with student input. What it will result in cannot fairly be assessed until more time has elapsed.

Changes in some aspects of schooling at Parkview are planned for the 72-73 school. Some specific goals for in-service education in the next year also have been set.

Hayward, California

The Hillcrest School faculty represents perhaps the most uneven accomplishment of any of the sites. Due to complicated local conditions, internal staff conflict, difficulty with teacher-administrator relationships, and varied levels of staff commitment to and involvement in the project, it became extremely difficult for some faculty to move and change. However, child study was carried on. Many faculty sessions were held on the project and ultimately some in-service education goals were established and partially carried out.

This project should be evaluated again in the fall to ascertain what has been accomplished.

The state college at Hayward provided consultant help and assistance. The local association executive was involved more than his counterparts in other projects, and plans for the next school year have been discussed and tentatively agreed upon.

Springfield, Oregon

The Moffitt Elementary School developed some unique ways of studying children; primary among them was the use of cassette tape recorders to gather voluntary data from children. Insights gathered in child study have paid off in a variety of ways, most concretely in leading to a small grant from the

Oregon Board of Education to finance a summer workshop for teachers to continue next stages of the project.

San Diego, California

In a general way, the Taft Junior High school-within-a-school faculty got through the first six steps of the project. Most of the faculty's time went into the study of students, but they also succeeded in developing at least a partial description of the kind of school that would be effective for the students involved. By inference there is also a description of the kind of faculty needed in such a school. The in-service education was a part of participation in the project, and items for negotiation were developed as a result of the project.

Generalized Results

To claim concrete results of any far-reaching nature at this point in time would be unwise, dishonest, and inaccurate. (See Appendix 7.) There are a number of tentative outcomes at the various school sites in this project which should be recognized as possible results. They might also be characterized as "this is what we saw happen" in the work of teachers at the sites. The tentative outcomes are as follows:

1. The project caused teachers to focus on students. As other parts of this report indicate, this was done in a variety of ways. The important point, however, is that attention was drawn from what is to be taught and how it is to be taught to who is to be taught. Attention was focused on what youngsters are like in 1972, their activities in and out of school, and their views and attitudes about school and learning. There is evidence that this focus made a difference in the lives of students. It also alerted parents in ways which caused some to ask about next steps after child study.

2. The project created some havoc with the status quo, the exact manifestation of this varying with the site. Normal teacher-administrator working arrangements were challenged, teacher roles were examined, interstaff conflict and strife were uncovered,

usual school district expectations were questioned in terms of teacher association role expectations.

3. The individual projects definitely called attention to new roles for professional associations. At all four sites this was a pioneer effort, even where the local association had assumed some concern for professional improvement. The projects probably raised more questions than they answered about the role of a professional association in instruction and professional development. The important result was probably that questions were being raised and uncertainty was being shared.

4. The experience provided an ego trip for some people. Teachers found themselves in leadership positions, in situations which involved travel, in working relationships that provided considerable personal recognition and ego suppprt. The ego trip is really not bad. As a matter of fact, it may be something teachers need more of, though the site teams experienced some negative reaction from colleagues.

5. The overall project promoted interchange among teachers in three states, providing them an opportunity to gain perspective on differences and similarities in West Coast states, local school districts, and individual school buildings. They learned a lot through this interchange, probably the single most important concept being that generally no one school involved was any better or worse than any other school involved.

6. The projects called attention to ways of studying children that had not been utilized since the sophmore year in college, and caused them to be used; they also stimulated the creation of new avenues of communication between pupils and teachers. Unfortunately, the teaching profession does not provide for this. There is a good deal of theory and research about the ways and the importance of studying the learner, but in the day-to-day operation of schools, little of it is used. Teachers went into the project jaded but came out finding the experience rewarding and novel. It will be interesting to see whether some habits of studying the learner have been established and will continue.

7. The projects demonstrated again the isolation of colleges from schools. Although there was contact at most sites with some local college, this was often perfunctory, sometimes unsatisfactory, and always one-sided. The resources of the higher education institution were not fully capitalized. On the other hand, there were a few breakthroughs in town-gown, local district-local college relationships which resulted in very successful and cooperative efforts. The projects did call attention to ways in which schools and colleges will work together next fall.

8. The projects uncovered some latent and subliminal hostility, conflict, and jealousy among the professional personnel involved.

It was obvious that people in schools need to learn to work together and to find ways to share power and decision making. They need to learn that the success of a colleague usually reflects on the rest of the staff and that ideas shared result in ideas multiplied.

9. Delving into the prospect of including matters of instruction and professional development (teacher education) in negotiated agreements opened a "can of worms." It uncovered administrative attitudes to keep negotiations away from instruction.

Conclusions

It is much easier to catalog conclusions than to record results of the first phase of this project, particularly if conclusions are defined as a summing up of what has happened to the people involved. There is evidence to support the following:

1. Minimum funds, when used in ways where teachers are intimately involved in establishing purpose and direction, can enable teachers to get a much broader perspective of the school's purpose and their roles as teachers. It may be that we have uncovered a process of maximum return for dollars invested.

2. Teachers at the building level can revitalize the school program themselves with only a minimum of help from the outside.

3. Allowing teachers time to observe and study learners by providing substitutes can be a tremendously effective process, particularly when clear purposes are set by the teachers themselves, this despite research indicating that additional time provided is usually poorly used.

4. Even when a project in instruction and professional development is initiated, planned, and sponsored by a teachers association, members cannot quite fathom the notion that the association is doing it.

5. Associations are poorly equipped to staff and support school projects on instruction and professional development.

6. Distinctions between school district and teacher association roles in instruction and professional development are still nebulous.

7. Teacher education institutions are poorly prepared to provide services that enable teachers to revitalize their school programs and their own performance.

8. Despite comparatively little experience in assuming major responsibility for a project, teachers can carry out studies (rather than depend upon experts) and can be changed thereby. Teachers complete reports and other obligations promptly and reliably.

9. The role of the state department in supporting local projects is unclear and there seems to be little precedent for such a role.

10. More progress is possible if the major emphasis is not directly on good teaching but on the things that contribute to good teaching, such as knowing more about students' thinking, feeling, and doing; about oneself as a teacher; about family attitudes and life-styles; and about parents' aspirations for youngsters in schools. This includes providing the occasion for teachers to get together to work on projects of mutual concern rather than simply sharing problems and frustrations.

11. Inevitably the role of the principal is an important factor in the success of a project. It is impossible to consider the role of the teacher without considering the role of the principal. In addition to his influence over the activities of other school staff, he is often also the main contact with parents and with the central office.

12. The step-by-step procedure outlined in the proposal is not reasonable if understood to be sequential, with one step being completed before the next is undertaken. Rather, it should be understood that the steps of procedure will not occur in any prescribed order or sequence. For example, child study may cause an immediate change in teacher behavior or curriculum and not wait until all the data are in and a new school program can be devised.

13. Finally, the people who are going to be responsible for carrying out a project must be involved in designing and controlling it.

Part II

STUDYING THE LEARNER

The project on Reform in Teacher Education was designed to begin with the study of children and to make a new assessment of learners on which to base what schools, teachers, and in-service teacher education should be like. An assumption was that children and adolescents are not what they used to be and probably not what teachers think they are. That assumption grows from a variety of recent observations and studies. Such persons as anthropologist Margaret Mead and psychologist Douglas Heath have written books giving evidence of changes in children and youth.

Margaret Mead makes the point clearly in Culture and Commitment: A Study of the Generation Gap:

> Today, nowhere in the world are there elders who know what the children know, no matter how remote and simple the societies are in which the children live. In the past there were always some elders who knew more than any children in terms of their experience of having grown up within a cultural system. . . .There are no elders who know what those who have been reared within the last twenty years know about the world into which they were born. . . . There are now no elders who know more than the young themselves about what the young are experiencing.[4]

Because teacher study and understanding of the learner was so important to this project, and because some very effective approaches were used, the following summary of project experience in ways of studying children is included. The summary may also be of value to other teachers.

The Study of Children

To illustrate its commitment to child study, the project staff began the first steering and planning seminar in September 1971 by asking each participant

[4]Mead, Margaret. Culture and Commitment: A Study of the Generation Gap. Garden City, N. Y.: Natural History Press/Doubleday & Co., 1970. 77-78, 82.

to write a description of the most intriguing child he had worked with since school opened. After these descriptions were shared in small groups, each participant then wrote how he thought this child would describe him. The exercise introduced discussion of two steps in the project plan:

1. Examine current literature about the nature of students, the needs of society, the nature of change, and models for change.
2. Develop ways to describe needs of students after listening to and observing students and talking with their parents.

No pattern for child study was prescribed. For several months project staff and participants exchanged information, while each building staff also discussed many approaches. Helpful books, articles, and films were identified. (See Bibliography.) Copies of suggestions from participants and project staff were distributed.

By January all four sites were ready to launch child study projects that had been agreed upon after careful study. While the projects differed in a number of ways, all included the gathering of data from students, parents, and school staff. The following were identified for possible use in obtaining information and opinions:

1. Individual case studies, including "shadowing"
2. Sociograms
3. Semantic differential tests
4. Survey of out-of-school interests
5. Sentence completion
6. Teacher-student interview
7. Observation in school, at play, and in the home
8. Observation of students in other schools and agencies
9. Tape recording (free association)
10. Class meetings, interaction games, and simulations

11. Original writing and painting
12. Snapshots planned and taken by children for discussion and writing
13. Parent-teacher conferences
14. Home interviews
15. Group meetings
16. Questionnaires

The following brief statements are some illustrations of ways child study was carried on at the various sites.

Open Questions

· Open questions were selected by staff as topics for writing. Not all the suggested questions were used in all classes, but all teachers assessed the products, which were gathered by writing, taping, and class and small group discussion.

· The staff identified a specific question they would pose to the children. The children wrote, talked, or drew pictures about it. Sample questions: If I were a teacher, what would I do? If I were the principal, what would I do? What do I like best about this school? What makes me feel best in school?

Sentence Completion

· A list of 21 questions that had been compiled by project coordinators of another site were used in various ways. Students were given the first part of a sentence and asked to complete it, speaking into a tape recorder. This technique also gave much new information about children's activities away from school.

· Most of the students, ages 7-13, responded to sentence completion and their replies were listed by sex, age, and classroom. This information was compared with other student responses.

· A form was developed and used by the staff. However, teachers found this less helpful than tape scripts, as it tended to narrow student responses.

Student-Teacher Conferences

• Scheduled conferences created problems, as students seemed to have little to say and teachers decided it was better to talk with a child when he wanted to talk. Too, some teachers felt they should not "drop school work" to talk with one child or the class about "outside matters."

No written record of conferences was kept, but the attempt to confer with students created productive staff discussions.

Survey of Outside Activities

• A survey was adapted from a variety of sources and several classes were invited to fill it out when they came to the library. Most teachers were present with their classes and heard discussion of many of the items. The survey was later rewritten so that it took less time, and it was used in other classes.

• A student questionnaire yielded information about activities at home and in the neighborhood, school interests, special skills, and choices of TV and radio programs and movies.

Letter Exchange

• Interested students corresponded with students in another project.

Assessing Attitudes About School

• Parent questionnaire items included parents' attitudes toward their child's school, how their children felt about school, and their future goals for their children.

• An opinionnaire for parents was adapted so that the same questions could be answered by students in grades 2-5. Staff members completed a similar instrument so that three-way comparisons were possible.

• A survey instrument of 55 agree-disagree statements was used with 311 students, 37 teachers, 20 parents, and 21 students from another junior high school. Using a computer, the results were analyzed as to:

1. Total student responses
2. Total parent responses
3. Total teacher responses
4. Grade-level responses
5. Male-female student responses
6. Regular school - T.I.S. responses
7. Comparison groups (Items 1-6)
8. Item analyses by categories:
    a. attitudes toward teachers
    b. general attitudes toward school
    c. teaching methodology
    d. counseling
    e. peers
    f. curriculum
    g. individual item analysis.

The purpose of the survey was to learn more about student attitudes about school and compare them with parent and teacher atittudes. The findings provided significant data for staff proposals for next steps.

Pictures Taken by Children

• Snapshots taken by children provided information. One teacher carried out a "summary" project which began with a snapshot of each child taken at his favorite spot at school and followed with answers to open questions about himself and school.

Staff Meetings

· The project coordinators invited key district staff, the executive secretary of the local teachers association, the teacher education executive of the state teachers association, a state department executive, and a consultant from the college to spend a day reviewing data. They concluded that children in the project school:

1. Had a deep, basic attachment to their families.
2. Preferred discussing to yelling.
3. Tended to resolve peer conflict by fighting and name-calling.
4. Wanted greater involvement in choices and decisions.
5. Needed more creative expression, release of energy, and times to be quiet and alone.

· At weekly faculty meetings, the entire staff discussed student behaviors that called attention to their needs. A major goal was for each staff member to gain a more accurate perspective of himself and his skill in recognizing students' needs.

Individual Case Studies

· Intensive study of a child was introduced by a visiting consultant. Teachers observed a child in another room for 45 minutes and on the playground for 15, selecting any 15-minute period to record as much behavior as possible. These observations were discussed, and several teachers continued recording behavior of children in their classes and on the playground.

· A consultant from the state college conducted a nine-hour workshop based on the Swenson model, which involves introgression, intervention, and implementation. Each participant selected one child to study, with the total sample having an equal number of girls and boys and representing all grade levels and the three major ethnic groups in the school population.

The workshop closed with a summary of student needs for social learning, language skills, school environment, outdoor activities, home relationships, and affection at school.

"Shadowing"

• After reading The Junior High School We Saw,[5] the staff arranged to visit a school in a similar community. No more than three teachers visited the school at a time and each "shadowed" a child selected at random by the principal. The student's activity and environment were recorded every 10 minutes.

Sociometry

• Interested teachers worked with a district psychologist in developing a sociometric survey based upon choices for school work and play.

Semantic Differential

• The psychologist from the neighboring university assisted with a semantic differential test that she adapted from several sources. A picture scale made it possible for children who could not read to take the test.

Student Interviews

• Students in elementary, junior, and senior high school and students at non-school locations (such as juvenile hall and city playgrounds) were interviewed by individuals and teams from the project. They were asked about their concerns, needs, and attitudes toward schools, teachers, and education.

Observation

• Students were observed at school, at play, and in their homes. Teachers found it useful to make extended observations of a student in class, culminating in a home visit.

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[5] Lounsbury, John H., and Marani, Jean V. The Junior High School We Saw. Washington, D. C.: Association for Supervision and Curriculum Development, 1964.

Comparative observations of project students and those in other schools were centered on attitudes toward the school as an institution.

All observations outside the school were done in pairs so that immediate sharing, reinforcing, and comparing were possible. This also aided the team when reporting to the faculty.

Daily Observation

· As the faculty talked about students' needs, this conscious daily observation provided information for planning and action.

Individual Evaluations

· Each staff member wrote a summary of his professional year in these categories: personal growth, student needs, parent needs, teacher needs, ideal school, constraints to schools, type of staff needed, the process (of staff development).

Taped Data

· Data was obtained from children by audio taping. A cassette recorder was placed in each classroom. Children learned to operate the equipment and for a week experimented in any way they chose.

The guidance counselor then visited each room and told the children that every time they had an idea, a question, or anything to talk about they could record it, if they wished, so that their teacher could hear their ideas.

For the next three weeks children "talked into the tape." There were no problems about monopolizing the recorder, and only one child repeated his statements. Of the 460 children in the school, 459 recorded. A procedure to organize the student data (as well as data from parents and staff) provides categories in content, form and structure:

1. Content - cognitive, affective, psychomotor
2. Form and Structure - teaching strategies and materials, organization and procedures in the school, linkage between community and

school, organization and procedures in the classroom, staffing patterns.

The categorized data are now in a form the staff can use in making inferences about the school, personnel, and in-service education.

Class Meetings

. Class meetings and discussions have provided additional data about students. Interaction games and experiences, simulations, and experimental student activities have also added to the knowledge and insight of staff members.

Summary

Each of the four schools selected to participate in the Reform in Teacher Education Project chose child study techniques that the staff believed had high potential for learning who the children in their school are; how and what they are learning in school, at home, and in the neighborhood; what their parents know, believe, and hope; and what school might be like to meet the needs of each student.

The project consultants gave no directions or preferences. Their role was to provide a variety of background material and to raise questions at project meetings.

Some of the techniques selected were standard methods of gathering data, others were variations. A few techniques were invented by the participants.

The amount of assistance requested from outside the school or outside the district varied, as did the points in the study at which such requests were made.

How the information is used by each staff to draw inferences about what their school should be like, and how it is managed as evidence when changes are formally requested, will test the quality of the data.

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APPENDIXES

Appendix I

NATIONAL COMMISSION ON TEACHER
EDUCATION AND PROFESSIONAL STANDARDS

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D.C. 20036 • (202) 833-4187
HELEN P. BAIN, President
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Central Michigan University

Otto G. Ruff, Director
Teacher Education and Certification
Colorado Department of Education

June 18, 1971

Mr. Cecil W. Posey
Executive Secretary
Oregon Education Association
1 Plaza Southwest,
6900 S. W. Haines Road
Tigard, Oregon 97223

Dear Ceci:

We have just received two small USOE grants to explore ways in which teachers organizations might help reform teacher education through negotiations of local contracts. In the attached material I have outlined the scope of this project.

I am writing to invite the Oregon Education Association's participation in this project. Our work will supplement our drive for negotiation for professional improvement set forth in the attached Handbook.

If you decide to participate we will need to agree to the following commitments:

NEA-TEPS Commitments	State Association or Individual Commitments
Attendance at three meetings (Sept. 29 - 30) Late Oct., early Nov., date to be set (2 days) Feb. (1 day) to be set	Attendance at three meetings (Sept. 29 - 30) Late Oct., early Nov., date to be set (2 days) Feb. (1 day) to be set
Pay transportation for all State Association representatives to and from meeting	Pay lodging and subsistence of 1 state staff person 4 local association members (2 each from 2 locals)
Provide initial planning and prepare study materials	Contribute 5 days of time from Sept. 1971 - Feb. 1972
Pay 50 teachers to spend 5 days on study during Dec. 1971 and Jan. and Feb. 1972	
Disseminate results of study	
Write more comprehensive proposal as a result of study	

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This project could be the prelude to major influence by local associations on in-service teacher education and the wholesome reform of education. It will contribute to enlarging the scope of professional negotiation.

If you want more information, please call or write me. We will need to know of your interest in participating by July 15th.

Cordially,

Roy A. Edelfelt
Executive Secretary

RAE:kb

cc. Sue Buell

Enc.

Attachment 2

Leadership Group for Four Project Sites

LOCAL LEADERSHIP

Hayward, California
Ms. Lenore Dunn
Ms. Charlotte O'Donnell

Bellingham, Washington
Mr. Gilbert Thurston
Ms. Marielyn Frazier

San Diego, California
Mr. Russell Armstead
Mr. Tom Patton

Springfield, Oregon
Dr. Virginia Jeppesen

STATE ASSOCIATION STAFF MEMBER

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Mr. Warren E. Morgan, WEA
Spokane, Washington

Dr. Tyrus Brown, OEA
Tigard, Oregon

STATE DEPARTMENT OF EDUCATION STAFF MEMBERS

Dr. Blair Hurd
Sacramento, California

Dr. Kevin MacTavish
Olympia, Washington

Dr. Richard Gardner
Corvallis, Oregon

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Washington, D. C.

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In-Service Education Consultant
Montebello Unified School District
Montebello, California

Dr. William H. Drummond
Associate for Teacher Education
Superintendent of Public Instruction
Olympia, Washington

Dr. Donald M. Sharpe
School of Education
Indiana State University
Terre Haute, Indiana

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D.C. 20036 • (202) 833-4000
DONALD E. MORRISON, President SAM M. LAMBERT, Executive Secretary

October 12, 1971

Dear Reformers of Teacher Education,

The meeting at Providence Heights was an excellent start on our project. In an attempt to establish next meeting dates we have checked with all of you by phone. The planning committee will meet on November 1st in Portland. We all meet in San Francisco November 8-9 for our next session.

I am sending you with this letter:

1. Criteria for site selection
2. Time line for project
3. Drummond advice in log keeping
4. Roster of participants in project
5. List of readings
6. Ivan Illich article
7. British paper--Curriculum Development: Teachers' Groups and Centres

Under separate cover, you will receive the Handbook on Negotiating for Professional Development.

Now let me report on agreements reached at the first meeting and pin point responsibilities we have each agreed to undertake:

1. On the basis of the criteria for site selection, each local group agreed to share the idea of this project with members of their local. This should test local interest in developing a project locally and to develop a local plan if criteria can be met and local interest is of sufficient strength.

2. We have transmitted a guide for a local log and each local team should begin keeping such a log. This to include a record of all local developments in relation to this project.

3. From the list of suggested readings (or other relevant sources) members of the group should select one item which he or she will read and precise for a written and oral report to the entire group at the November meeting. (Notify Roy Edelfelt of your selection.)

4. Each of us will review the Negotiations Handbook in anticipation of an ultimate contract agreement in the places where the project is played out.

I will write you shortly about time and place of next meetings and other details.

Cordially,

Roy A. Edelfelt

Roy A. Edelfelt
Teacher Education and Professional Standards
Division of Instruction and Professional Development

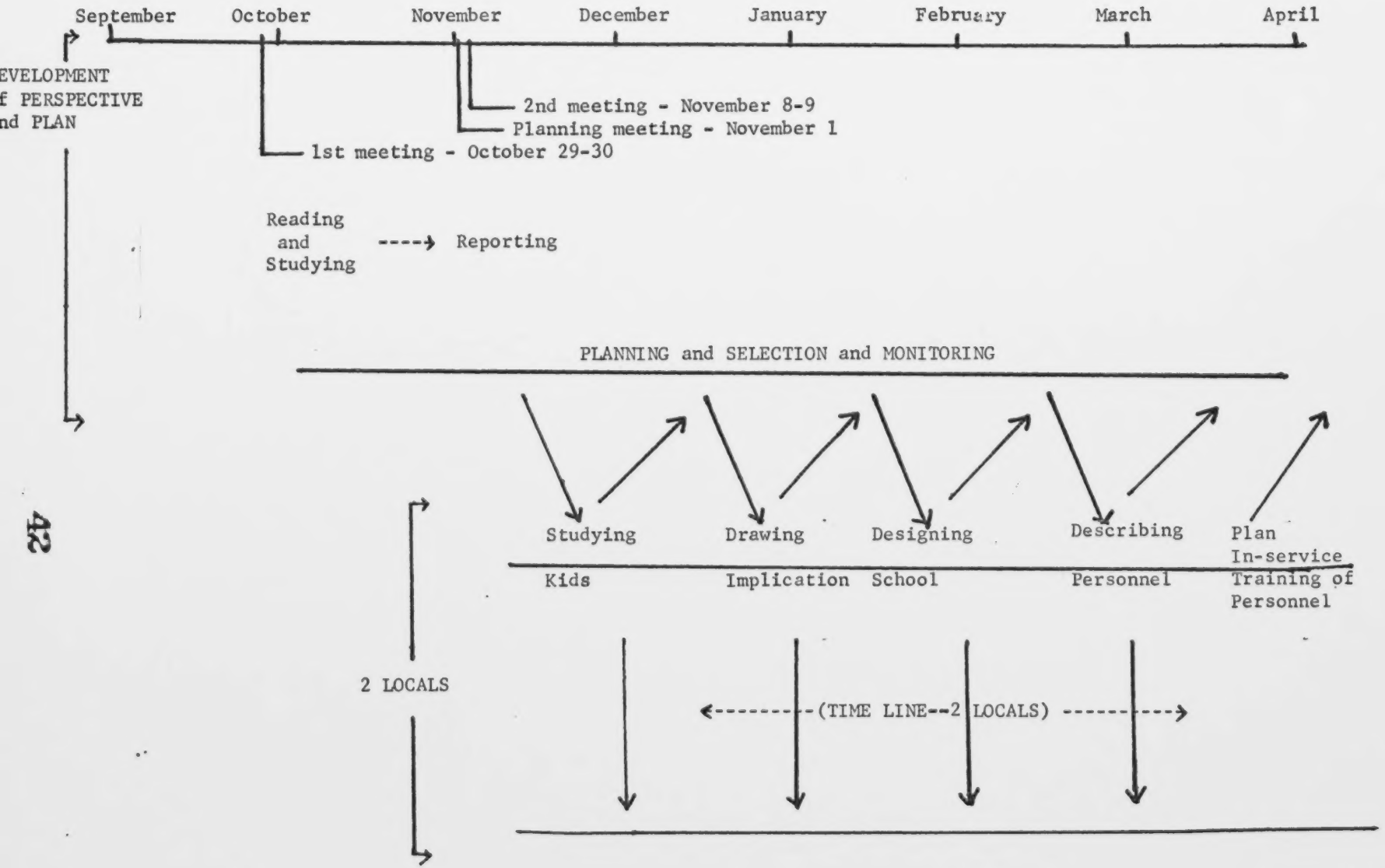
RAE:kb

Enclosures

CRITERIA FOR SITE SELECTION

1. Support and sponsorship by association and building staff (quality of leadership in local)
2. Assistance available
3. Cleared through administration and board by endorsement
4. Most staff in building hold association membership
5. Diversity (between two sites) in client group, geography, etc.
6. Willingness to enter into a contract between local and state association and NEA
7. Prospect that area can be negotiated into an agreement
8. Willingness to evaluate process and product (inside and outside)
9. Potential exists that project will be a productive exercise
10. Potential exists in terms of association visability
11. Potential exists for continuance of ideas after initial trial
12. Potential for collaboration among all the support groups
13. Apparent need for such a project

TIME LINE FOR PROJECT GROUP



Appendix 3

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
DONALD E. MORRISON, President
SAM M. LAMBERT, Executive Secretary

November 3, 1971

Dear Reformers of Teacher Education?

One of the most difficult things to undertake is cooperative planning. We all (the planning committee) discovered that again on November 1 when we struggled with developing a meeting agenda and procedures for November 8 and 9.

I want to share our agreements and some of our ideas which did not find agreement.

Agreements

1. We will meet at the San Francisco Hilton beginning at 9:00 am on Monday, November 8. Adjournment is at 3:00 pm on November 9.

2. Agenda items for the meeting are:

   (a) Report for 6 local associations (based on the attached revised Criteria for Site Selection);

   (b) Site selection (reaching decision on 2 sites);

   (c) Budget review and planning;

   (d) A plan to be laid out and refined /as begun in (a)/ --specific local-state-and national commitments clarified;

   (e) Develop a time-line schedule;

   (f) The rationale of the entire project should be revised to clarify what is firm and what is flexible;

   (g) The role of the people not running pilots should be made more explicit--what can they do? What can they share? How will they be involved?

   (h) Documentation of projects needs discussion;

   (i) Investigate different approaches to observation (Lois Williams, Bill Drummond, Don Sharpe and Roy Edelfelt to have some ideas ready for test run);

All to have thought about what information they want to gather--(the frame for this includes 4 phases--we are dealing here with the first phase);

phase 1--seeing the student's world
2--how school should change to better fit that world
3--what a faculty in school should be like to man such a school
4--how a faculty gets that way

(j) Begin planning a kit of materials for training for observation;

(k) Pilot locals--states and national will need a mutual agreement in writing (Roy Edelfelt will prepare a sample agreement);

(l) Discuss negotiations handbook and its relationship to this project.

We also discussed ways of using our individual reading. Some wanted small group discussion to report and examine ideas. Others will come with selected quotations and their reactions to such quotations.

There was also discussion of the need to know each other better and the need to find a means to accelerate such knowing.

Discussion is also needed on the respective roles of the local association and the local school district in this project. How this will be undertaken was not decided.

There will be opportunity for determining how we deal with the above at the meeting. We will, however, begin with (a) and (b) and play it by ear as to process from that point on.

Cordially,

Roy A. Edelfelt
Teacher Education and Professional Standards
Division of Instruction and Professional Development

RAE:kb

Attachments

Revised November 1, 1971
Portland Oregon, Planning
meeting

CRITERIA FOR SITE SELECTION

1. Support and sponsorship by association and intent and willingness to participate on the part of a significant number of building staff. (quality of leadership in local);

2. Assistance available--staff, community, etc.--specify, indicate whether there has been exploration;

3. Cleared through administration and board by endorsement--board resolution--letter of endorsement;
   Report position on negotiations--or alternate system for getting binding agreements, governance;

4. Most staff in building hold association membership;
   Staff represented on association governing council--relationship of building staff to negotiators, building or association leadership;

5. Diversity (between two sites) in client group, geography, etc., demographic information
   number of teachers
   socioeconomic make-up of students, etc.;

6. Willingness to enter into a contract between local and state association and NEA;
   Samples of agreement
   Local State National
   (not necessary as part of report--Roy Edelfelt will bring a sample agreement);

7. Prospect that area can be negotiated into an agreement, that substance of project can be negotiated or agreed upon in some other way;

8. Willingness to evaluate process and product (inside and outside), look at log, establish a plan;

9. Potential exists that project will be a productive exercise;

10. Potential exists in terms of association visability--
    how capitalized, what communication under way,
    who should be notified;

11. Potential exists for continuance of ideas after initial trial--
    has report on project been communicated to negotiating teams?

12. Potential for collaboration among all the support groups--
    state department, colleges and university, regional labs, state advisory committee consultants services--from non-site people;

13. Apparent need for such a project.

APPENDIX 4

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
DONALD E. MORRISON, President
SAM M. LAMBERT, Executive Secretary

November 17, 1971

Dear Reformers of Teacher Education,

This is to follow up some of my responsibilities agreed upon at our San Francisco meeting.

First is our time-line. We agreed that:

1. Plan and budget is due on November 22
2. Negotiations on Plan and budget completed by December 1 (will expect to do this with each site leader by phone followed by written confirmation)
3. Training of observers--reviewers of the student's world by January 1
4. Study of students by February 1
5. Implications drawn and design of school developed by March 15th (between step 4 and 5 we planned a meeting of our entire group--asking your commitment to dates on separate sheet)
6. Description of personnel needed in school designed, and in-service education plan for that staff by April 30.

We are preparing a kit for student study which should be in the mail to you by the end of next week.

In your project plan and budget, remember it should have two versions of budget, minimal and adequate--this refers particularly to budget figures.

I agreed to prepare a form on information about each local association and school so that we would have on record descriptive and statistical data on each project site. This will be in the mail within a week.

We are also preparing a PR release on the project with an announcement of the locals involved. This will be sent to you for release, giving you an opportunity to make any modifications you may want to make.

I will also prepare a rough sketch of a contract agreement outlining specific responsibilities of local, state and national associations, including expectations for local districts and state departments.

Several of you offered to send items to include in our kits for student study. Please do. Now!

In the meantime--while you wait for next mailings--please get ready for Thanksgiving and I'll see if we can bring USOE people up to date on where we are and see if they have any additional help to give us.

Will be back again soon.

Cordially,

Roy A. Edelfelt
Teacher Education and Professional Standards
Division of Instruction and Professional Development

RAE:kb

Enclosures

HILLCREST SCHOOL PROJECT
951 Palisade Street
Hayward, California 94544

November 23, 1971

Hayward Unified School District is composed of 1,234 certificated personnel who serve thirty-four elementary schools, seven junior high schools, four high schools, one vocational skills center, and two continuation high schools.

Hillcrest School, one of Hayward's thirty-four elementary schools, is staffed by twelve full-time teachers. Number of each level assignment is as follows:

1 - Kindergarten (a.m.)
2 - 1st
2 - 2nd/3rd
1 - 3rd/4th/5th
4 - 4th/5th/6th
1 - Educationally Handicapped Class
1 - Miller-Unruh reading teacher utilized at 1-3 level

Part-time staff include a school psychologist and a school nurse. Total enrollment as of September 27, 1971 is 257 students. Average class size, levels 1-6, is 28.55.

The 1970-71 report, "Data for Selection of Target Schools," prepared by the district's Director of Compensatory Education provided the following information about Hillcrest students:

Two (2) levels indicating poverty level are percent of children receiving Aid to Needy Children and "Free Lunches." Twenty-five percent of last year's Hillcrest's student population were recepients of Aid to Needy Children. From September 1970 to February 1971 there were approximately 137,000 free lucnhes served to HUSD students. 2.79% of this total were served to Hillcrest students. If receiving Aid to Needy Children was weighted "5" and "Free Lunches" was given a weight of "1," Hillcrest would rank 7th having the highest percentage of students receiving these two items. In other words, out of thirty-three schools, twenty-six would have a smaller percentage of students receiving Aid to Needy Children and "Free Lunches."

The assumption is the percentage of both of these indices of poverty level would be higher this present year than that of last year.

The mobility (number of ins and outs) factor of Hillcrest School for the 1970-71 school year was 67 per cent.

Hillcrest School has five (5) black families. About thirty-five percent of students have Spanish surnames. At least 10-15 percent are Portuguese.

The socioeconomic background is quite heterogeneous. Basically most families are blue-collar workers, welfare recipients, or are unemployed whose children are taught by middle-class Anglo personnel.

An educational program providing multi-level instruction to mixed-age students in a self-contained class was initiated this present school year at Hillcrest School. Individualizing instruction is essential to the full development of this existing program. The project, Reform in Teacher Education through Teacher

Association Negotiations, would enhance Hillcrest's present program in the following ways:

a) It would serve as a basis and provide guidelines for the environment and learning experience for individual children to be provided;

b) It would provide for continual evaluation;

c) It would serve as a means to assess our strengths and weaknesses in skills and attitudes.

The project will proceed at Hillcrest School on the following premises:

a) The study will be conducted within the existing organization for instruction at Hillcrest School. Specifically the school is organized as a non-graded school stressing individualized learning.

b) Teachers are a source of ideas (hypotheses) about the personal and academic needs of children; teachers can identify these needs.

The Hillcrest School Preliminary Working Plan for Project "Reform in Teacher Education Through Teacher Association Negotiations " consists of six (6) consecutive phases which extend from October 1, 1971 through June 15, 1974. The goals, objectives, resources needed, and activities are listed for each phase of the project. A budget for Phase I is attached to the preliminary working plan. As a means of evaluation a weekly written narrative log describing events and perceptions throughout the period of the project will be maintained. Also a report evaluating the results of each project phase will be written.

HILLCREST SCHOOL PRELIMINARY WORKING PLAN FOR PROJECT - REFORM IN TEACHER EDUCATION THROUGH TEACHER ASSOCIATION NEGOTIATIONS

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money People, Materials, Activities, Planning In-service	ACTIVITIES
Planning (Oct. 1, 1971- Nov. 1, 1971)	To plan cooperatively and on an ongoing basis ways in which to work through a process in order to 1)describe the elements of a learning environment based on observed student needs, 2) describe teacher skills and attitudes appropriate to the implementation of the creation of such an environment, and 3) study available research and utilize resources of district and community personnel	Regular and scheduled building staff meetings to discuss concept of project. Meet with Hayward Unified Teachers Association Board of Directors to describe project and to obtain recommendation that project be proposed for adoption by HUTA's policy-making body. Meet with HUTA's policy-making body to obtain HUTA's endorsement and support. Seek support of college (Cal State at Hayward) to determine to what extent and level of participation various departments can and will be involved. Discuss tentative project plan with parent groups and appropriate individuals and agencies in the community.	Regular faculty meeting and specially scheduled meetings Representatives of building staff and Hayward Unified Teachers Association's Executive Director to meet with various groups to describe project and obtain endorsement and support.
Writing (Nov. 1, 1971- Dec. 1, 1971)	To develop a written outline of a preliminary working plan which will be subject to modification based on the results of the previous phases.	Agree on pertinent areas to include in Child Study. Select faculty members and members of HUTA's Teacher Education and Professional Standards (TEPS) Committee to write a preliminary plan.	Scheduled meeting with staff to discuss & list areas to include in Child Study.

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money People, Materials, Activities, Planning In-service	ACTIVITIES
Writing (Nov. 1, 1971- Dec. 1, 1971) (continued)			Review pertinent literature utilizing the following sources: 1) Previous relevant studies conducted in Hayward Unified School District 2) Alameda County Teachers' Professional Library 3) Cal State College at Hayward Library 4) California Teachers Association Research Department 5) Far West Laboratories
			Regularly scheduled meetings to draft preliminary plan
		Review and critique of preliminary plan by staff, parent group representatives and resource personnel	Preliminary Plan Writing Committee to meet with building staff, HUTA Board of Directors representatives, parent group representatives, Hayward Unified School District administrators' representative and resource personnel to review working plan and make suggested revisions.
		Secretarial assistance for preparation of material	
		Distribution of working plan to all involved personnel.	Meeting to discuss written Working Plan before implementation.
Training (Dec. 1, 1971- Dec. 15, 1971)	To formulate a plan for regularly scheduled ongoing in-service training for all involved personnel using local	Assess staff resources to determine what observation skills and techniques are needed to developed and are wanted.	Scheduled faculty meeting to determine individual and group needs of staff in regard to the degree of

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning In-service	ACTIVITIES
Training (Dec. 1, 1971- Dec. 15, 1971) (continued)	teacher association, school district, college and community personnel.		training necessary in observation skills and techniques.
		Provide on-going in-service training for all involved personnel using such groups as: Hayward Unified School District consultants and/or administrators Cal State College at Hayward faculty Community agencies and individuals Individuals on building site staff	Contact and obtain services of personnel to conduct in-service workshops. Hayward Unified Teachers Assn. Executive Director Chairman of Human Relations Committee Chairman of Teacher Education and Professional Standards Committee California Teachers Association Chairman of Teacher Education & Professional Standards Committee California State Department of Education Reform in Teacher Education through Teacher Association Negotiations Project consultants: Dr. Roy A. Edelfelt TRS Division of Instruction - Professional Development - NEA Dr. William H. Drummond Associate for Teacher Education Superintendent of Public Instruction Olympia, Washington

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning In-service	ACTIVITIES
Training (Dec. 1, 1971- Dec. 15, 1971) (continued)			Dr. Donald Sharpe Division of Teaching School of Education Indiana State University Mrs. Lois Williams Hayward Unified School District Superintendent Assistant Superintendent Dir. of Elementary Education Dir. of Research & Federal Projects Dir. of Compensatory Education Building Site Principal Human Relations Consultants Early Childhood Consultants School Psychologist School Nurse Hillcrest Staff California State College at Hayward Chairman and faculty of Educational Psychology Department Chairman and faculty of Teacher Training Department Hillcrest Parent Groups Community VIP list (list of 2,000 community volunteers)
		Plan and budget for in-service training. Explore ways to utilize existing resources in district.	Obtain materials necessary for in-service training workshop: e.g. film, video tape, resource books, special materials that could be adopted for classroom use.

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning In-service	ACTIVITIES
Training (continued)		Training in planning and carrying out specific instructional activities. Specific training in observation, recording and interpretation of objective data.	In-service workshop for involved personnel
Implementation (Jan. 1, 1972 - Jan. 31, 1972)	To study the child's world - his self concept, his relations with family and "significant other," peer status, and his cultural and socialization processes.	Conduct activities appropriate to various age groups of children according to an on-going cooperatively planned Social Studies/ Physical Education unit entitled "The Child's World." Observing and recording data. NOTE: In certain instanced where the activity constitutes an intervention appropriate pre- and post-testing will be done in order to determine what effect the intervention may have had on the child's interaction with his environment.	Types of activities in which child is involved. Activities are listed in the order which would be appropriate for young children to those for older children. Body awareness Art work - drawing of themselves and others, draw a man, house, and all the people in the family Creative rhythm & movements Puppets Role-playing Learning activities requiring co-operation of two or more children for task to be carried out Stimulus pictures Experience inventory Interest inventory Sociometry Semantic-differential Diary keeping Class meetings - discussion of group perceived problems and decision-making appropriate to age level Planning of activities for part or

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning In-service	ACTIVITIES
plementation continued)			all of class, or school e.g. sports days, assemblies Choosing electives for special interests Sharing ideas of interest, "happenings," through school newspaper or other media Ask children what they want to do for a living. Investigate job descriptions. Invite people in student-desired jobs to talk with students Cross-age interation of students Individual and group counseling
		Time to construct parent questionnaire and secretarial assistance in final preparation and duplicating. Conference time to meet with individual parents Assistance from district, college, and community agency personnel to facilitate parent discussion groups.	Types of activities in which parents are involved Parent-teacher conferences Parent-student-teacher conferences Questionnaires Brainstorming groups Discussion groups Relating description of occupational role to students Tutoring Participating in planning and evaluating
		Supervising college students. Time to plan, assist and discuss ways to interact and relate with Hillcrest School students.	Types of activities in which college faculty and college students would be involved Actively involved in observation and data collecting Working with indi-iduals and small groups under direction of staff (college students) Individual and group counseling

PHASE I - OCT. 1, 1971 - APR. 30, 1972

OALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
mplementation continued)			Types of activities in which teachers are involved Observing and recording data Conducting activities in which child is involved Supervising college students Meeting with parents
aluating sults eb. 1, 1972- b. 18, 1972)	To analyze and interpret pre- and post-measures and the effect of interventions.	Data which can be numerically tabulated subject to statistical analysis through data processing services of Hayward Unified School District and/or California State College at Hayward.	Use data processing centers in Hayward Unified School District and/or Cal State College at Hayward to obtain statistical analysis of data.
		Consult with resource individuals about data that cannot be quantified or treated statistically.	Representatives to meet with association, district, college and community personnel to seek ways for treating data.
		Time for staff and involved personnel to determine meaning of results	Staff and involved personnel to meet to interpret results. Seek assistance of personnel listed under Training - Activities. pg. 2)
		Time for staff and involved personnel to prepare a written report of the results of data collected in Child Study	Prepare a written report of the results and interpreatation of results from collected data.
		Secretarial assistance in preparing and duplicating report of results	Meeting for staff and involved personnel to review and critique report of results. Seek inside and outside evaluation.
		Dissemination of report of results to involved personnel and to	Select group to prepare final draft

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
Evaluating Results (continued)		others in and out of district	of "Results Report." Distribute "Results Report" to others in and out of district.
Description (Feb. 19, 1972-Apr. 30, 1972)	To describe the elements of a learning environment based on 1)the findings of relevant research and literature concerning models of schools 2)previous recorded observations and activities which indicated being of value in meeting children's need by improving their functioning and understanding of their function	Selected group of faculty members and HUTA Teacher Education & Professional Standards (TEPS) Committee members to prepare written report of review of pertinent research and literature concerning various models of designing a school.	Review pertinent research and literature Prepare written report Distribute written report to all involved personnel
		Time for involved personnel to meet and discuss prepared written report about models of school.	Meeting to include staff, association, district, college, community, individuals, and agencies, parent group representatives to discuss report on models of schools.
		Time for involved personnel to meet and design the elements of a learning environment for Hillcrest School	Staff and representatives of involved support groups to meet on a scheduled basis to design a learning environment. Make a preliminary report of design.
		Secretarial assistance for typing and duplicating written report on design for Hillcrest School.	Distribute to all involved and/or interested personnel and groups to review and critique.
			Selected group of staff representatives and HUTA TEPS Committee members to revise preliminary design and write final draft. Dissemination of report of results to involved personnel and to others in and out of district.

PHASE I - OCT. 1, 1971 - APR. 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
Description (continued)	To describe the personnel needed in order to implement a learning environment described for Hillcrest School students	Time to meet with involved personnel to determine personnel needed to implement program. Describe the role of each involved staff member and the skills necessary for each	Scheduled meetings for staff and other personnel and individuals to describe needed personnel.
	To describe in-service training to develop the skills and attitudes necessary to implement such a learning environment	Time for staff to meet with all involved personnel and individuals to make any revisions in preliminary report concerning needed personnel.	Selected group to prepare written description, necessary skills, and attitudes for staff in order to implement program in 1972-73 school year
		Group and individual assessment of the degree of skills necessary to implement program have to date.	Based on written description of skills necessary for personnel to have building faculty to construct profile for individuals to assess their own level of development of these skills.
		Time to analyze effectiveness of involved personnel such as district, consultants, college personnel, community agencies, etc.	Selected group to analyze effectiveness of involved personnel outside of building staff and recommend ways and amount of time needed in assisting with the implementation of program for 1972-73 school year.
		Time for all involved personnel to describe in-service training to develop necessary skills and attitudes	

PHASE II - MAY 1, 1972 - JUNE 30, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
Plan and conduct in-service training for implementation of learning environment specifically for 1972-73 school year	To study further results and implications of results of child study	Time to plan an in-service workshop based on the needs (skills and attitudinal) of 1972-73 involved personnel	Individual involved personnel to review and study further results and implications of child study
	To plan and conduct in-service training for the development of skills and attitudes necessary for involved personnel to implement a learning environment in which Hillcrest students would function and develop an understanding of their functioning	Determine equipment, materials and specific personnel and cost (money and time) to conduct in-service training workshop	Scheduled meeting for clarification and/or further discussion of implications of child study in regard to clarification of school environment, personnel needed, and/or in-service training necessary Representatives of staff to plan in-service workshop by utilizing members of building staff, district, association, college, or community personnel (see Training - Activities pg. 2 for list of resource persons.)
	To develop a learning program for the 1972-73 school year based on description of learning environment made in Phase I	Time for staff to observe in and neighboring districts	Conduct in-service training workshop Staff to develop learning program to be implemented in 1972-73 school year. Learning program to be based on results and implications of results of Child Study, relevant research findings, observations made in and out of district, and in-servie training.

PHASE III - AUG. 15, 1972 - SEPT. 1, 1972

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
Training and Preparation for Implementation	To conduct in-service training to develop further and.or refine necessary skills for 1972-73 school year.	Time, personnel, money to conduct in-service training to develop and/or refine human relations skills	Conduct in-service training workshop
	To plan cooperatively specific programming for need of individual students	Time for staff and other involved personnel to plan cooperatively specific programs for meeting needs of indivudal students	Staff and other involved personnel to meet for cooperative planning

PHASE IV - SEPT. 15, 1972 - MARCH 31, 1973

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning In-service	ACTIVITIES
Implementation	To implement co-operatively planned learning program based on finding of all previous phases (Phases I - III)	Time for on-going evaluation (inside and outside)	Conduct learning program based on findings of previous phases

PHASE V - APR. 1, 1973 - JUNE 15, 1973

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
Evaluation	To evaluate the project as implemented at Hillcrest School to date	Data processing for statistical treatment of data gathered in this phase and compared to data collected in Phase I.	Replicate activities in Child Study (see Phase I - implementation) Gather and record data from observations, compare finding with Phase I findings.
		Time to plan ways of evaluating data which cannot be numerically tabluated.	Staff representatives to meet with association, district, college, and community personnel to seek ways of treating data which cannot be numerically tabluated.
		Time, materials, resource personnel to gather various group reactions (opinions) of project program	Involve parents, students, building staff, district, community, and association to react to program. (meetings, surveys, questionnaires)
		Time and secretarial assistance to prepare written evaluation report	Selected staff and HUTA TEPS Committee to write evaluation report and present to all involved personnel
		Time for staff and involved personnel to modify Project Program for 1973-74 based on evaluation of project	Disseminate evaluation report to all involved personnel and to others in and out of district

PHASE VI 1973 - 1974 SCHOOL YEAR

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
Continuation of implementation for 1973-74 school year	To continue program at Hillcrest School modified on the basis of results of evaluation obtained in Phase V	Staff time for ongoing evaluation Time to seek personnel (inside and outside of district) to assist in evaluation	

PHASE VI 1973 - 1974 SCHOOL YEAR

GOALS	OBJECTIVES	RESOURCES NEEDED: Time, Money, People, Materials, Activities, Planning in-service	ACTIVITIES
tinuation of lementation ntinued)	To encourage adoption of project process in regular plans for Hayward Unified Schools	Time to prepare written report and evaluation of project encompassing Phases I - VI	Total staff and resource personnel (community, college, district, association, parent groups) to assist in evaluation by meeting at scheduled times. Selected group to prepare preliminary written report
		Time to meet with all personnel involved to review and critique Project Report	Meeting for all involved personnel, groups, and individuals for suggested revisions of preliminary Project Report.
		Secretarial assistance in typing and duplicating revised Project Report. Disseminate copies of Project Report with Hayward Unified School District.	Selected group to prepare revised Project Report
		Disseminate to other districts through California State Department of Education	
		Carry on plan at Hillcrest School	

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Budget

ITEMS	ESTIMATED	COST
Secretarial assistance (typing, duplicating mailing)	1200	2400
Supplies (paper, postage, etc.)	75	150
Consultant time for inservice training	300	600
Substitutes for release time	750	1500
Books, journals for teachers and/or children	50	100
Data Processing	400	800
Classroom materials eg. stimulus pictures	100	200
Recording tape	50	100
Film (moving and still) for visual record of program	150	300
Telephone	75	150
Aid - clerical worker	550	1100
TOTAL	$3700	$7400

HILLCREST SCHOOL FACULTY

NAME	PRESENT ASSIGNMENT	PREVIOUS GRADES TAUGHT	# of years at Hillcrest (Include this present year)	Years taught in Hayward Unified School District (Include present year)	Years Experience in other districts	ETHNIC BACKGROUND	Degrees Held.
* Costa, Rosemary	K	1+2	7	17	2	Anglo	BA Gen Elem; Life Credential
* O'Donnel, Charlotte //	1	4 1-2 comb.	5	9	3 1/2	Anglo	Gen El. Life Credential; BS Degree
* Brown, Lenie //	1	K	3	3	0	Anglo	Standard Elem. B.S.
Geanekos, Katie //	2/3	2, 3	9	9	0	Greek	General Elem. Life Credential B.A. Degree
* Allen, Roberta //	2/3	1 through 3	7 8	23	2	Anglo	Gen. Elem. Life Credential Masters in K-[illegible]
Newbauer, Maida //	3/4/5	3, 4, 5	9	19	1	Anglo	Gen. Elem. Life. Gen. Secondary - Ed.
Hinderks, Donna //	4/5/6	1, 2, 3	5	5	0	Anglo	General Elem. [illegible]
* Dunne, Lenore //	4/5/6	4, 5	6 7	6 7	0	ANGLO	General Elementary - B.S. Masters in Education - M.S.
* McKinney, Faye //	4/5/6	4, 5, 6	14	16	6	Anglo	General Elem. Life Credential & B.A.
Hadder, Jackie //	4/5/6	4, 3, 5	3	3	5	Anglo	B.A. Gen. Elem. Life Credential
* Piperis, Jan	Miller-Unruh Reading Teacher	1, 3, 4, 6	3	5	2.	Anglo	[illegible]
* Holt, Charles //	Educationally Handicapped Classroom Teacher	Eng. 5-8 Sci. PE 1 2 3 4 5 6	7	17	8	Anglo	B.S. Elem Ed M.A. Language Arts
* Miranda, George	Principal	K - COLLEGE	7	17	6	FROG	BA, GEN. ELEM JR. HIGH, SPEC. ED. ADMIN.

*married
// teacher participating in TETTEN

NOV 30 REC'D

Appendix 5

Parkview
BELLINGHAM SCHOOL DISTRICT NO. 501
P. O. Box 878
BELLINGHAM, WASHINGTON 98225

PARKVIEW ELEMENTARY SCHOOL PROJECT PLANS

Budget

November 24 Training
Topic: Planning meeting Parkview Staff. Work on budget and project outline. No Cost

December 1 Training

Topic: Parent Interview No Cost
Method: 1. Random selection (6 from each room)
2. Interviews in home
3. Interviewer teacher released from classroom by using Librarian and Principal
Instrument:
1. Devise list of topics to base questions on.
2. Instrument devised with help of Western Washington State College.

December 8 and 10 Training (early dismissal 1:30 Dec. 10)
Topic: Workshop on Observation and Interviewing Techniques.
Possible training help:
Western Washington State College
Superintendent of Public Instruction $ 200.00

December 15 Training
Topic: What kinds of information will be needed from the kids?
Elementary Students Parkview
Middle and High Students Parkview Alumna

Methods used to get information
Elementary
1. Question of the week all children in school write or draw about topic question. Volunteer used to write children's stories on primary pictures. Possible questions:
What do you like about school?
What don't you like about school?
What would you change about school?
A tally would be made of ideas expressed.
Middle and High
2. Interview No Cost

January
Observation of kids
1. Shadow Study (one day) of child in other school.

Substitutes for 13 teachers	@	$25.00		325.00
Travel 120 miles	@	.16	3 cars	57.60
Meals				20.00

2. Observation of children at Parkview 13 substitutes @ $25.00 for 2 days	$ 650.00
3. Compiling results of observations and interviews 13 substitutes @ $25.00 for 2 days	650.00
4. Video taping of class and/or individual students	No Cost
5. Miscellaneous expense Secretary, materials, etc.	150.00
Basic Budget Total	$2,052.60
Extended Plans	
1. Site visitation to Eugene, Oregon	
6 teachers substitutes @ $25.00	$ 150.00
Travel 800 miles @ .16	128.00
Meals	60.00
Overnight guests of Eugene	No Cost
Sub-Total	$ 338.00
2. Meeting Project committee members Eugene and Bellingham Site - Olympia, Washington	
Travel 300 miles @ $ .16	48.00
Meals 2 people	20.00
Lodging	24.00
Sub-Total	$ 92.00
3. Staff retreat to draw implications and design model school February 4 - 6. Site - Providence Heights	
17 persons, 2 days @ $18.00	$ 612.00
4 cars, 200 miles @ .16	128.00
Sub-Total	$ 740.00
Extended Budget Total	1,170.00
Grand Total	$3,222.60

For Roy Edelfelt

Bellingham, Wash.
Log of October, 1971

Prior to Providence Heights
Project was presented to Faculty of Parkview and accepted. Project was presented to Assistant Superintendent Green and accepted. Gil and I were given time to attend meeting and given the district car.

Project was presented to BEA Executive Board and accepted.

October 6 — Project reported on more fully to Parkview Staff. They expressed their willingness and desire to participate.

October 7-14 — Secured some of the suggested readings from Public Library.
Requested the purchase of four books by District Librarian for our Curriculum Library. These have been ordered.

October 14 — Marielyn talked with helping teacher, Evelyn Hatch, about observing children. Discussed the book Developing Attitude Toward Learning by Robert F. Mager. Borrowed copy from Curriculum Library. Purchased a copy later from College bookstore.

October 26 — Project reported on to BEA Representative Council. They voted to approve of Parkview's participation and to indicate willingness to negotiate for changes and training as may result from this project. BEA will advance expense money for San Francisco meetings.

October 28 — Talked to Western Washington State College Supervisor of student teachers in our building about borrowing two of the books on reading list from the College Library.

Sub-mitted

PARKVIEW STAFF AND RESPONSIBILITIES IN BELLINGHAM EDUCATION ASSOCIATION
this sch. year

Mrs. Norma Acalin	Teacher Welfare Committee
Mrs. Emma Conlee	Public Relations Committee Internal Public Relations
Mrs. Ruth DeWitz	Teacher Welfare Committee
Mrs. Marielyn Frazier	TEPS member
Mrs. Ellener Grimes	
Mrs. Ruth Hilliard	Improvement of Instruction Committee
Mrs. Audrey Knutsen	
Mr. Dale Miller	Building Representative
Mrs. Patricia Pierce	non-member
Mrs. Lois Reynolds	New Teachers' Fall Happening
Mr. John Schenck	President-Elect Teacher Welfare Committee Public Relations Committee Chairman
Mr. Gil Thurston	TEPS Negotiation Committee State TEPS Liason from negotiation to Improvement of Instruction
Mr. Dave Tierney	Teacher Welfare Committee Chairman Internal Public Relations
Mrs. Darlene Trentman	
Mrs. Cynthia Webley	

15 - 1 non member

Of the 14, 12 have been associated involved over the past 2 years.

10 members new involved.

BELLINGHAM EDUCATION ASSOCIATION
Representative Council Meeting
October 26, 1971

TREASURER'S REPORT
Dick Anderson reported $3,986.49 in the checking account and $4,000.00 in savings.

DAS
A letter was read from Cary Karlberg, President of DAS, regarding the confusion that now exists because of action taken last spring by the WEA Representative Council which disbanded the DAS structure on the State level. After a general discussion Bev Haddock moved that the present DAS structure on the local level be maintained, reaffirming our stand for a unified association. Seconded and passed.

NEA PROJECT
Marielyn Frazier presented a project of teacher education reform, or in-service training, being conducted by NEA. It involves observing and studying children -- how they feel about school -- what school should be for them -- determining from parents, community, school board, school administration and teachers what they think school should be. Then determining whether we need to change curriculum. Do teachers need to have in-service training to accommodate these changes? It is possible that Parkview may be chosen as the one elementary school in the United States to participate in this pilot project.

Jess Brewster moved we support the NEA project for reform of teacher education if it is carried on through Parkview School. Seconded and carried.

WAGE-PRICE FREEZE
Don Young brought the group up-to-date on the action taken by Attorney Jack Ludwigson. He has had correspondence with the school board and Mr. Carter. The budget that has just been accepted includes funds to pay teachers in full if it is determined it can be done legally after November 15. It is hoped that salary plus fringe benefits will be retroactive.

SECRETARIES
The school secretaries have notified BEA they have secured the services of another organization to negotiate for them this year.

WORK DAY, November 5
Department meetings have been set up for this day. However, there have not been meetings set up just to keep people busy. There was stress on the necessity of this day being utilized to its fullest. The success of this particular early dismissal will determine what direction it takes in the future.

AMERICAN EDUCATION WEEK
John Schenck told of the effort that has been put into this endeavor this year. The Public Relations Committee is very anxious to get the evaluation of what happens this week so they will know how successful this venture has been and guidelines for how it can be improved.

FALL FIESTA
Thursday, November 4, Shuksan Middle School, 4:00 p.m. is the time set for the "Fall Fiesta" -- a general teachers' get-together, a welcome to new teachers in the district, and a time to glean information about the services that are yours through BEA membership and as a teacher in the Bellingham School District. All teachers should plan to attend, especially new teachers. There will be FOOD - FELLOWSHIP - INFORMATION!!!!!!!!!!

TEACHER WELFARE COMMITTEE
David Tierney has found it necessary to resign as chairman of this committee. Dick McClure will serve as a short-term chairman in order to get a package together for negotiations. There is much to be done and Dick asked that anyone interested please see him.

NEA SPECIAL TAX STUDY
The NEA did a special tax study in Washington last spring. Representatives visited Bellingham. The results have been compiled and are very interesting reading. One book has been given to each building and it is important that they be utilized and read by each member. When you get it don't bury it, read it, talk about it. Then write a letter to Gene Fink, WEA President and give him your opinions.

BOARD OFFICE
A handbook containing all of the policies affecting teachers that have been adopted by the district will be compiled and given to each faculty representative.

Only savings can be deducted from your check for the Bellingham Teachers' Credit Union. Fill out a form and send it to Pete Deitsch at the Board Office.

The first BEA-Board negotiation will take place November 16, at 3:30 in the board room.

The printing on the back of the pay checks will be printed out if it is found to be legally possible. Until such time as this is done, simply cross out the printing and sign as you did last month.

Meeting adjourned.

Geneil Chevalier
Secretary

Criteria #5
Starting with C

II Proposal

A. Committment and Approval
   1. Parkview Staff
      October 6 project outlined in light of information received at Providence Heights College. A committment was received from total staff to provide time, energy, and personal involvement in this project.
   2. Bellingham Education Association
      Project will be presented to the representative council October 26 for the purpose of obtaining these committments:
      a. endorsement
      b. willingness to negiotiate results if indicated
      c. limited financial support
   3. Bellingham School District Board of Directors and Administration
      Project will be explained to them in late October or early November.
      These committments will be requested:
      a. endorsement
      b. permission to use substitutes to release teachers if needed
      c. district transportation within state

B. Staff Training
   1. workshop on observation and interview skills
   2. meeting with members of project committee to focus scope of project
   3. examine pertinent literature

C. Data Collection
   1. Observation
      a. Parkview students
      b. representatives of local community
      c. selected middle and high school students alumni of Parkview School

D. Data Analysis
   1. Teacher inference
   2. statistical treatment of interview data (with college help)
   3. possible project committee assistance

E. Proposals for Change
   1. curriculum for students
   2. inservice training for staff
   3. pre-service training for teachers

Parkview Elementary School is noted for advocating a strong teacher welfare package each year. Many of the items in the negotiations package originate at Parkview. But Parkview also has a strong concern about curricular matters. This NEA project would give us an opportunity to express this concern more dramatically than we have been able in the past.

John R. Schenck

John R. Schenck
Assistant Principal
Fifth Grade Teacher
BEA President-Elect

PARKVIEW STAFF AND DISTRICT INVOLVEMENT

Mrs. Norma Acalin	Drug Education - primary chairman
Mrs. Emma Conlee	
Mrs. Ruth DeWitz	
Mrs. Marielyn Frazier	
Mrs. Ellener Grimes	
Mrs. Ruth Hilliard	
Mrs. Audrey Knutsen	
Mr. Dale Miller	
Mrs. Patricia Pierce	
Mrs. Lois Reynolds	Fourth Grade Level Chairman
Mr. John Schenck	Intermediate Science and Language Arts
Mr. Gil Thurston	
Mr. Dave Tierney	Intermediate Science
Mrs. Darlene Trentman	
Mrs. Cynthia Webley	Primary Science Committee

Grades 2 - 5 are in a pilot study using Scott-Foresman Language Arts program.

Appendix 5

SAN
DIEGO
TEACHERS
ASSOCIATION • 4470 PARK BOULEVARD • SAN DIEGO, CALIFORNIA 92116
TELEPHONE
714-298-7741

11/23/71

SDTA PROJECT - TEACHER REFORM

At Taft Junior High with the
Taft Interdisciplinary School Staff

The San Diego Teachers Association has entered the arena of educational reform. This is but one of its several projects in this area. The President's report to the membership illustrates the Association's commitment to the project.

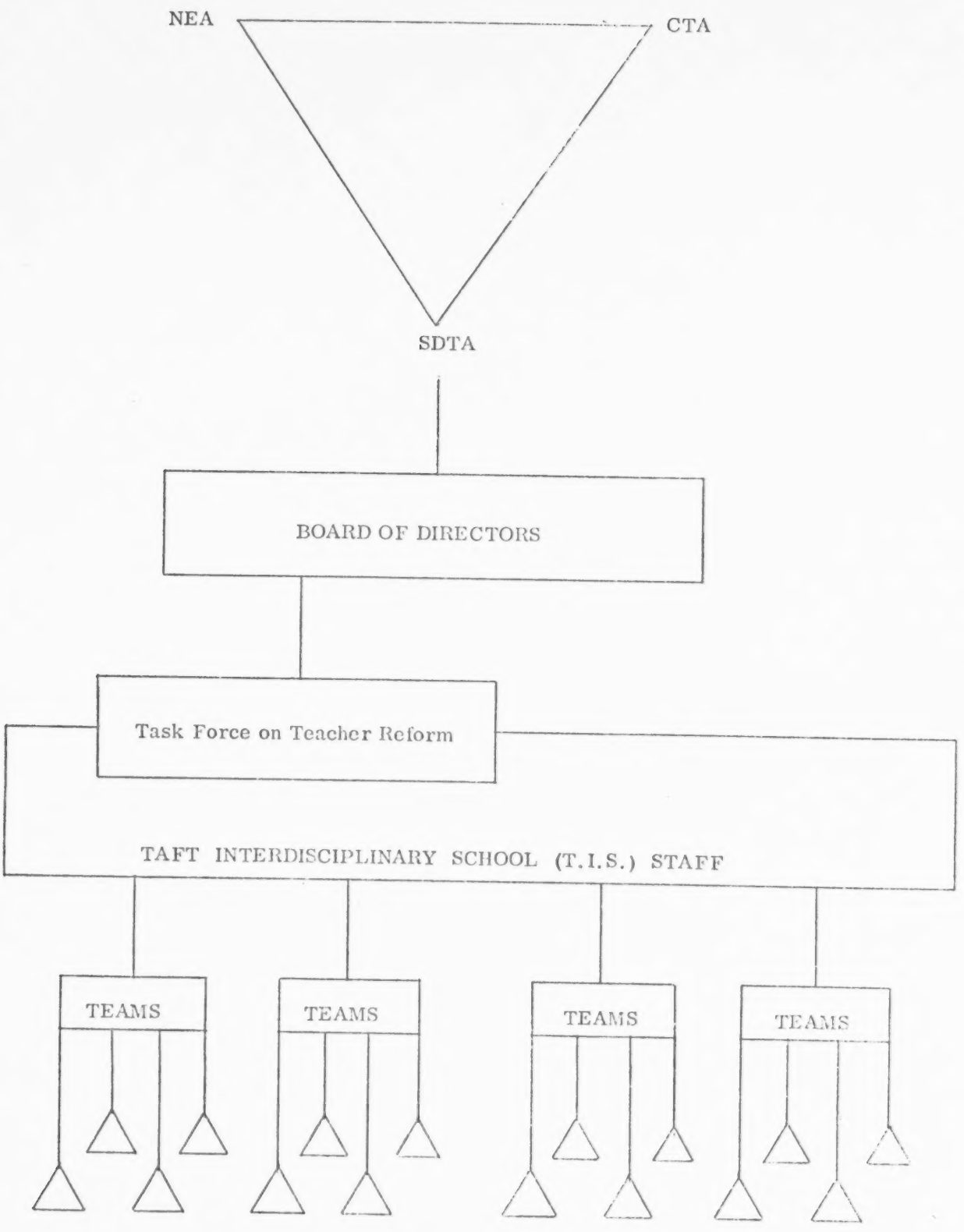
"One goal of the SDTA is 'to use the skills and knowledge of teachers to provide pertinent solutions to educational problems.' In relation to that goal, I am proud to present the following to you.

"At the invitation of the NEA, the SDTA has become a partner to the 'Schools of the 70's' project. The bulk of this program rests with the instructional program although one portion has moved into being.

"One of the segments of the SDTA's Schools of the 70's is a project on the reform of teacher education. The project has as its goal the improvement of teaching by allowing teachers to determine their need to change. Other objectives involved are:

1. A detailed, formalized study of children and students to observe what they are doing, what they want, and what they need.
2. A translation of observed wants and needs of children into a curriculum that also reflects the wants and needs of both teachers and community.
3. The development of an ideal school that is suited for children, teachers and others.
4. Identification of factors that prohibit the creation of this new school.
5. Negotiation with the district to eliminate the factors which prohibit the desired changes and negotiation to establish rights and responsibilities of teachers who are actively seeking a better learning situation.
6. Development with the CTA and NEA of legislative programs that would eliminate those State and Federal laws that inhibit good learning settings.
7. Involvement with teacher-training institutions to bring pressure to bear to bring about needed change in both pre-service and in-service instruction.

"This project is unique for several reasons. This is one of the first attempts to grant funds to a local teachers association, rather than a school district to stimulate educational change. This project has as an avowed goal the negotiation technique as a means of finalizing change. The project specifically recognizes that teachers are the heart of learning and that administrators and/or college people are to serve our needs."



△ = Represents individuals comprising [illegible]

ROLES AND RELATIONSHIPS

NEA - Proposes and initiates project, provides basic funds, and coordinates the projects.

CTA - Provides staff support, some funding, and motivational support.

SDTA - Provides staff, leadership, some funding, technical support, and negotiates changes recommended by task force.

SDTA Board of Directors - Approves the project and includes it in the broader Schools of the 70's Project and creates a task force on the reform of teacher education.

Task Force on Teacher Reform - Encompasses the teaching staff of the Taft Junior High Interdisciplinary School (T.I.S.). It would study children, develop a curriculum, design an ideal school, and identify areas to be negotiated.

Teams - Are subdivisions of the T.I.S. staff which are created to allow smaller groups to work and share together.

Individuals - Single teachers doing those things that can best be done alone.

SUGGESTED ACTIVITIES

The activities to be implemented are divided into categories reflecting responsibilities of the staff, the team, or the individual. These are:

Team Activities (groups of 4 people)
- Observation on-off campus, non-school settings
- Interviews with students, parents at other sites
- Visitations (social agencies, home, other schools, etc.)
- Analysis, synthesis, report (verbal, written)

Group (staff)
- Counseling groups
- Survey of student attitudes
- Group meetings (parents, students, others)
- Viewing VTR Films, films
- Consultation with experts
- Analysis, synthesis, report (verbal, written)

Individual
- Observation on-off campus, non-school settings
- Interviews (student, parents)
- Class discussions
- Visitations to other classes, schools, homes
- Reading in current literature
- Observing selves
- Role-playing
- Analysis of student writing
- Simulation (students creating a school)
- Analysis, synthesis, report (verbal, written)
- Anecdotal on a student
- Big Brother to a student
- Analysis of personal record on students

CALENDAR

The proposed calendar of events is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
December	6 Training session 2:30-10:00 p.m. Group for development of four-man teams	7	8 Meet with counseling group Student-led discussion	9 Teams meet to plan strategy at their convenience	10 Survey administered in math classes
	13 TIS faculty meets	14	15	16 Teams meet	17
January	3 TIS faculty meets	4	5	6 Teams meet	7
	10 TIS faculty meets	11 Parent conference at Taft	12	13 Teams meet	14
	17 TIS faculty meets	18	19	20 Teams meet	21
	24 TIS faculty meets	25	26	27 Teams meet	28
February	1				

BUDGET

		MUST	LIKE
1.	Cost to bring member from other associations participating-transportation-meals-rooms		$ 500.00
2.	Experts		300.00
3.	Out of city travel to observe		500.00
4.	Substitute time-release staff-12 x 6 days x $29	$2,088.00	
5.	Clerical Aide, Instructional Aide- 35 days x 6 hrs. per day x $2.34	500.00	
6.	Video tapes and incidental costs	250.00	250.00
7.	Supplies, mailings, paper	200.00	300.00
8.	Long-term substitute to release members to coordinate the project-30 days x $39.00		1,170.00
9.	Beginning library, renting films	100.00	200.00
10.	Telephones, miscellaneous	75.00	175.00
	TOTAL	$3,213.00	$3,395.00

NOV 29 RECD

Appendix 5

Springfield Public Schools

SPRINGFIELD SCHOOLS

Mr. William E. Lewellen, Superintendent-Clerk

VERNON R. BALCH, PRINCIPAL
MOFFITT ELEMENTARY SCHOOL

November 22, 1971

Roy,

This is a copy of the report being given the School Board. The first three pages are explanatory material for the Board. I'll send a copy of this to Ty Brown for his records too.

Virginia Jeppesen

NEA PROJECT Reform in Teacher Education

The National Education Association through the TEPS Committee is involved in a project to bring about reform in teacher education. Three state associations (Washington, Oregon and California) selected two local education associations in each state to send representatives to a committee which would plan and monitor the project through the six steps:

1. Develop means for teachers in a building to describe the needs of students (observing and listening to students and talking with parents);

2. Help teachers make some analysis of the data they have collected;

3. Have teachers examine current literature (re: nature of students, needs of society, the nature of change, and models for change);

4. Help teachers draw interences about what their school should be like;

5. Have teachers propose changes which should be made in their school; and

6. Have teachers indicate what implications proposed changes have on roles of teachers and needed staff development work.

The experience gathered from this venture would provide material for a larger plan to include about thirty local associations in eleven states. This larger plan would be developed into a more comprehensive proposal to the USOE Bureau of Educational Personnel Development and Bureau of Research for funding; and would include three additional steps:

7. Have teachers use negotiations as a means of bringing about proposed changes;

8. Implement a staff development program consistent with negotiated agreements (training complexes, protocols and training materials, performance based curricula, model teacher education programs); and

9. Have teachers review results of changes to see if changes have positive impacts on students and teachers.

This plan for local association participation in the reform of teacher education will supplement and run parallel to other USOE funded efforts for reform.

The National Education Association project for reform in teacher education has agreed to fund four schools (including Moffitt Elementary School, Springfield, Oregon) to carry out the first six steps previously cited. The executive secretary of National TEPS, Roy Edelfelt, outlined the agreement for this project that would be suggested at the local level. The local association (through the model school) would agree to devise a plan to study students, develop a concept of school, describe faculty, and devise in-service education plan. The local school district would agree to provide time for planning and analysis of the data (funding through project for release time and/or stipend), agree to react to the study and to the concept of school, permit or encourage the decentralization notions in describing personnel, and support in-service education. The state and national associations would agree to provide consultant help, provide materials, criticize, study concepts, assist in evaluation, and report or dissemination the story of the school.

AGREEMENTS

66

Local Association School Site	School District	State and National Associations
Plan study of students	Provide time	Consultant help
Devise concept of school	React to study and to concept of school	Provide materials Criticize
Describe Faculty	Permit, encourage decentralization	Study concepts
Devise In-service education	Support In-service education	Assist in evaluation Report and disseminate story of school

STUDENT STUDY PROJECT

Moffitt Elementary School

The staff at Moffitt Elementary School has devised a plan for study of students, analysis of data collected and development of implications for school design, identification of personnel, and description of in-service plan. This cross sectional portion of a larger longitudinal study has been written with specific time line commitments to coincide with a National Education Association effort aimed at Reform in Teacher Education. The Moffitt Staff, through a representative of the Springfield Education Association, has submitted a tentative plan to the NEA Committee (chaired by Roy Edelfelt, Executive Secretary of TEPS) at a San Francisco meeting on November 8-9, 1971. At that meeting, the committee agreed to fund the Moffitt model with a tentative budget of $6,000 being presented by the SEA representative. A plan of the project and a minimum and optimum budget will be sent to the NEA on November 22nd. This same report is being submitted to the Springfield School District Superintendent for consideration and presentation to the School Board.

MOFFITT ELEMENTARY SCHOOL MODEL

GOALS - Time Line	OBJECTIVES	SUGGESTED ACTIVITIES
Develop and conduct a research model which would identify student-felt needs and interests.		In-service meetings for orientation to project
		Provide proposal writing time for selected staff
November/December	Demonstrate Staff involvement	Place request for ERIC search through I.E.D.
	Write proposal to submit for funding	Provide appropriate literature for staff review and reporting.
	Identify pertinent literature for review and reporting	Provide written review of pertinent literature
	Provide release time or stipend for faculty participation in review of literature	
Training of staff for observation December, 1971	Identify techniques for studying students	Devise survey for individual student use (open-ended or semantic differential scale)
		Develop schedule for use of cassette recorders to allow daily use by students in every classroom (recording questions, concerns, interests)
		Formulate group discussion procedures to gather group data
		Organize a means to gather data from creative writing exercises
		Construct a Group Daily Survey to discover what students like best that day and what they would like to plan for the next day
	Collect parent data	Survey parental [illegible] through conferences

GOALS & TIME-LINE	OBJECTIVES	SUGGESTED ACTIVITIES
Carry out study of students to identify student-felt needs January, 1972	Utilize process established for data gathering	Each staff member implementing the technique identified
	Evaluate techniques for studying students	Contrast types of data collected from each of the techniques
		Compare data gathered from students with existing curricula data
Analysis of data for implications, design of school, describe personnel needed February/March 15	Analyze student data for implications	Categorize student data into cognitive, attitudinal, communication, and decision-making areas
		Determine possible developmental patterns contrasting with previous review of literature
		Determine possible patterns for age groupings
		Identify possible interest patterning
		Compare discovered patterns with existing curricula content
	Analyze parent data	Compare student data and parent data for contrasts and similarities
		Determine possible developmental patterns suggested by parent data
		Prepare written journal of data and analysis
		Produce written report of implications, design of school, description of personnel
Develop and implementation plan [illegible]	Utilizing implications from student data, develop a program for in-service of staff to carry out proposed ideas	Identify staff or personnel needs and tasks
		Prepare report identifying recommended pre-service training, with rationale

GOAL & TIME-LINE	OBJECTIVES	SUGGESTED ACTIVITIES
		Prepare report identifying recommended in-service training, with rationale

PROPOSED MINIMUM BUDGET

Personnel:	
In-service stipend for staff to receive training for data gathering and observation (23 staff for 2 days @ $35 per day)	$ 1,610.00
Release time of staff for analysis of data to develop implications, school, personnel and in-service (17 staff for 2 days @$28 per day)	952.00
Secretarial assistance to transcribe student data and duplicate products of implications, school, personnel and in-service (1 for 60 days @ $15 per day)	900.00
Consultant to assist with process of drawing implications, school, personnel, in-service (Northwest Regional Lab; 1 for 4 days @ $100 per day)	400.00
Selected staff for research time to identify existing research and programs, involving staff members in personnel professional growth and contribute data to assist in analysis of student observations materials (25 staff days @ $35 per day)	875.00
Travel: Room and board for selected staff to visit other sites for reporting (2 staff to Bellingham for 2 days; each @ $60 for transportation and living $50)	220.00
Travel: Room and board for selected staff to visit other sites for reporting (2 staff to Hayward for 2 days; each @ $100 for transportation and living @ $50)	300.00
Add 11-17% to cost of personnel for overhead items (compensation, insurance, etc.)	
Supplies:	
Duplicating materials for use in gathering student observation data and writing implications, school, personnel, in-service	200.00
Recording tapes for student data gathering and recording staff interactions during analysis procedures (85 sixty minute tapes @ $1.00 each)	85.00
Rental for cassette recorders for classroom use gather individual student data and recording staff interactions during analysis procedures (17 Sony cassette records @ $15 each monthly for three months)	765.00
TOTAL BUDGET	$ 6,307.00

BUDGET ADDITIONS TOWARD OPTIMAL BUDGET

Personnel:		
In-service stipend for staff for training in observation, data gathering, writing, drawing implications from analysis (23 staff for 2 days @ $35 per day)		$ 1,610.00
Consultants Project committee members from Washington and California to visit Moffitt site for consultation during analysis phase (2 consultants for 2 days @ $100 each)		200.00
Supplies:		
Duplicating materials	Additional Budget Items to suggest Optimal Budget when added to Minimum Budget	50.00
		1,810.00
	Additional Budget Items to suggest Optimal Budget when added to Minimum Budget	$ 1,860.00

ACTIVITY TIME-LINE

DATES	ACTIVITY
November	Plan and Budget to NEA (minimum and optimal budgets)
December	Agreement with District (SEA and Administration) Agreement to participate in NEA project Due by December 1
December	Training of staff for observation (instruments and procedures developed)
January	Child Study (data gathering; observation) Completed by February 1
February	Analysis of Data 1. Implications 2. Design of School 3. Personnel Needed Completed by March 15
March/April	Development of In-service Plan Completed by April 30

1) seeing the student's world
2) how school should change to better fit that world
3) what a faculty in school should be like to man such a school
4) how a faculty gets that way

APPENDIX C

NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D.C. 20036 • (202) 833-4000
DONALD E. MORRISON, President
SAM M. LAMBERT, Executive Secretary

March 8, 1972

MEMORANDUM TO: Participants in Project '72

FROM: Roy Edelfelt (Notes on February 19-20 San Francisco meeting)

ATTENDING:	California	Oregon	Washington	
	R. Armstead	T. Brown	M. Frazier	R. Edelfelt
	L. Dunne	V. Jeppeson	G. Hendrikson	D. Sharpe
	C. O'Donnell	H. O'Connor	W. Morgan	L. Williams
	T. Patton		K. Ostheller	
	A. Vanderpool		G. Thurston	

We reached some agreements at our February 19-20 meeting which need to be catalogued so that we all have a record to refer to as we complete phase I of this project.

I Evaluation: We agreed on a six-dimension approach which can be used in assessing our success and be used in preparing a report on the project for the U. S. Office of Education.

1) State Staff person interview--the state association staff person will interview on tape cassette (for a minimum of ½ hour and a maximum of 3/4 hour) one member of the local site leadership team, i.e., one of the 2 people attending this meeting. At the conclusion of the interview the state staff person will add his own postlude. This is to be a planned interview. Interviewees will know what they will be asked--the general areas in which they will be queried. Although questions and answers should not be read, they should be planned for. We want more than an off the top of the head interview. Sharpe and Edelfelt will sketch some suggested content for interviews.. (First week in May)

2) Report by an impartial visitor--one outside neutral party who is conversant with the project and knowledgeable in education, will be selected to visit all four projects for a minimum of one day. A one page sheet of directions will be prepared for this observer.

Impartial observers are also encouraged. These might be people connected with Project '72 in some way. All should submit a report after visits. If budget permits, participants from Pullman and Corvallis might make some of these visits. (First week in May)

3) Local evaluation. Each project will prepare it's own evaluation. At a minimum, this should include an open-ended questionnaire and evaluative comment in the local log--both to be submitted to Edelfelt and Sharpe. (By May 1st)

4) National evaluation. NEA will prepare a questionnaire evaluation which should be completed by all participants at each site. (By May 1st)

5) State Department perceptions. Each state department representative should prepare some remarks representing his perceptions of the project(s) in his state. (By May 1st)

6) Summary of ways of looking at students. Lois Williams will collect and organize into a written report, the material from the 4 centers which deals with ways of looking at students.

In order to carry through on #4, we need a list of names of participants from each site. Please send these to Edelfelt as soon as possible.

II Progress to date and the month ahead

Most projects have begun or nearly finished child or youth studies. The next important and difficult task is drawing implications from such study and describing a school which meets student needs and educational purpose. Constant input from parents and youngsters should be a feature of finalizing school design.

The next step is describing the faculty needed to operate this school--then to devise the inservice training (or establishing personnel policies to provide escape for those not interested) which will help a faculty become the faculty described in the previous step.

I think we discovered at San Francisco that the process may not flow in quite the sequence and order described. We found teachers changing along the way, becoming something different because of new insights gained, trying a new technique or organization because study to that point revealed new options, or finding different curricula appropriate because of evidence gained from student, parent or colleague.

So it may be that the orderly form of procedure outlined at the outset doesn't always (or ever) fit. The steps (one through six) may not occur in precise order, but we agreed to move as far as possible by May, keeping careful track in logs of what happens. There should be some recommendations at that time (May) for inservice education of the teachers involved. But the project must be ongoing if it is to amount to much. So May is just a point for reporting. We need to do that well as we prepare for another proposal of expanded scope.

Mention was also made of disseminating what we have done. This may be done at the state level. After the May reports, NEA will prepare some stories of what has transpired.

A survey to establish a meeting date in May has already gone out.

We are selecting a person as the impartial visitor.

Word is expected momentarily from USOE on a small extension of funding.

RAE:kb

Aprendix 7

QUESTICNNAIRE FOR SITE PARTICIPANTS
REFORM IN TEACHER EDUCATION

	San Diego California	Hayward California	Eugene Oregon	Bellingham Washington
	8 Returns	7 Returns	9 Returns	9 Returns
1. Overall reaction	6 Favorable 2 Negative	3 Favorable 4 Negative	9 Favorable 0 Negative	8 Favorable 1 Negative
2. Biggest Problem				
Lack of time	4		6	7
Poor communication	2	4		3
Indicision	1			
Lack of interest on part of staff		1	1	
Not practical		1		
Worry about funds			1	
Working in the dark				2
3. Needs				
More time	4	3	3	
More direction	2	1		1
Feed-back session	1			
More control of funds	1		3	
It was forced upon us		1		
Their project not ours				1
4. Interrelationships				
Limited-lacking-not adequate-poor	1	3	2	4
G Good-great-satisfactory	1	2	5	3
Extremely helpful		1		
Not clear	3	1		
No answer	1		3	

	San Diego	Hayward	Eugene	Bellingham
5. It has been...				
Exciting	5	1	6	5
Frustrating	3	6	6	7
Ridiculous		2		
Enlightening	6	3	7	8
Innovative	6	2	6	4
Stimulating	4	2	6	7
Baffling	2	5	2	2
Controled from out side	1	3		
Frightening		1	1	
Good for Teachers	7	1	9	9
Good for Students	7	2	9	7
Good for Administrators	4	2	5	5
Another Chore	1	3		6
An Influence on my Teaching	6	2	6	6
6. Will it Affect Policy	Need year to develop plan Need teacher initiated projects If it doesn't cost anything ideas more accepted Need self-autonomy in local school	Redirect entire project Doubt anything can be done Continue to study "the child" and "turn kids on"	4 wait and see Learn to work the System Parents can help	BEA has agreed to negotiate our needs 2 We have already made some changes BEA president and superintendent are talking together 3 I have no idea
7. Number from 1-8 the Influence of Each				
Teacher corrdinators	1	1	1	1
Other Project 72 Teachers	2	3	3	2
Principal	4	6	2	1
Local teachers Assn.	3	2	5	3
Superintendent	8	5	4	4
State Dept. of Ed.	7	7	8	6
State Teachers or Education Assn.	6	7	6	5
NEA Staff	5	4	7	7

	San Diego	Hayward	Eugene	Bellingham
Comments	Biggest benefit was endorsement and recognition from NEA We need team-building Our program was not frustrating the project was Our project began several years ago and proceeded with improvements without any 'aid' as far as 'project 72' was concerned. Substitute time could have been used to release a staff member 'on site' as a coordinator-organizer We were able to come up with a plan for our school which can be implemented by classroom teachers.	This project was the biggest bust that has hit this school and the biggest waste of monies I've ever seen. I got nothing out of it, I still dont know what we were doing or why. The project created tension and strain among the teachers We have proceeded to reinvent the wheel which was readily available to us at all times.	It caused teachers to take a good look at students needs as well as doing an evaluation of our own teaching.	I believe a resurveying of children and parents is in order for next year to establish validity of data. I believe the project promoted closer feeling between parents and teachers.

Appendix 7-A

JUN 2 RECD

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

SCHOOL OF EDUCATION

May 26, 1972

TO: Roy Edelfelt

RE: Site Visit, Parkview Elementary School, Bellingham, Washington

1. Collecting Information

1.1 This report is based on a one-day site visit without prior review of any project description or documents.

1.2 Schedule

- - 30 minutes, informal teachers room chat with Principal, Project Director, other staff
- - 50 minutes, classroom observation, Mrs. Webley, 1st grade
- - 25 minutes, classroom observation, Mrs. Trentmen, Special Ed.
- - 45 minutes, informal teachers room discussion (Schenck, Miller, Webley and others)
- - 45 minutes, Glasser Classroom meeting, Mrs. Conlee, 3rd grade
- - 45 minutes, informal lunch time discussion (Merilyn Frazier, Tierney, DeWitz and others)
- - 90 minutes, successive 15 to 30 minute observation and brief interviews in classrooms (Miller, Acalin, DeWitz, Knutsen, Hilliard)
- - 30 minutes, formal meeting with primary staff
- - 30 minutes, formal meeting with intermediate staff
- - 60 minutes, drink and talk with Mr. Thurston, Principal

1.3 Wrinkle

- - In both of the staff meetings (primary and intermediate) I stepped out of role slightly to comment on the "blandness" of the project's one-page summary of findings. "They read like a dull social foundations textbook." Staff seemed to recognize this and take the light criticism well. I suggested they might want to put more "life" into the findings by (1) arranging them in priority of importance, and (2) including practical "for instances" to explicate and particularize each general finding.

2. Charge to Impartial Observer

Evaluation by the impartial observer should:

2.1 judge whether the basic idea of expecting a local association to reform teacher education (inservice) is feasible in the specific school situation (should combine a philosophical exercise and an analysis of the school-community college complex);

This is the one district where overt arrangements had been made to formally negotiate any items developed by Project '72. While other districts may have had such expectations, it was clearer, more widely communicated, and formally structured in Bellingham. District already has a policy of developing in-service training when and if at least 4 teachers make the request. In short, Project '72 is alive and well in Bellingham. Potential is excellent.

2.2 assess the ability of local associations to support a project at the building level which is designed to help teachers change themselves;

BEA does not seem to be prominant in this project at this time. However, Mr. Schenck, is one of the active project members and is the president elect of the Association. He has specific plans to use the "retreat idea" with his executive council "because it was so successful in Project '72". Again, there seem to be no specific association plans to do Project '72 on a strictly local basis. Yet the climate is right and full local support may require a 3 to 5 year development process.

2.3 witness the collaboration or conflict between school district and local association personnel;

Collaboration seems reasonable though not as dramatic as San Diego. No conflict detected. There is a bit of passive conflict, however, among the teachers at the primary grades. They feel that most of the child study work (questionnaires) is of little value since young children are so impressionable (they think much beyond a day or a week), and I believe they have a point. This mild disappointment regarding data collection with young children was also experienced in Springfield. Significantly, two of the three teachers who did not take part in the retreat were from the primary wing.

2.4 describe what actually went on - as contrasted with dreams and imagination;

The teachers feel good about their two main accomplishments. They believe they should "listen to children more." The kids, apparently, soaked up the personal attention like a sponge. Teachers were surprised because they thought they had been "tuned in." Teachers were also gratified and surprised at the positiveness and productivity of the parent interviews. This too will be continued. One piece of data continues to puzzle them, e.g., the parents stressed the need for discipline yet they were very satisfied with the school. (note: I speculated with the faculty on the need for further inquiry. This conflicting data could be a cry for help from damned scared parents who see the pill, drugs, etc. on the horizon. . . what they may want but can't articulate is a need for parent study groups so that an informed, compassionate professional can——→ (next page)

2.5 make a general assessment of the value of the project in terms of the changes accomplished or promised - related to the time, energy and money spent on the projects;

(see 2.4 above) Surprisingly, this is not a really swinging staff. More than one room has lecterns, straight rows, bare walls. Yet the change process is underway, especially in the upper grades. For a small amount of money, the staff is genuinely able to now listen to children and parents with a more sensitive ear. One parent has even dropped by to inquire about the findings! There is a local pride in the fact that "we did it ourselves. We did it on a shoestring." So, the value is high. The price is low.

2.6 assess the degree to which staff as a school has been involved;

(see 2.3 above) Wide involvement. Core group seems to be G.I. Thurston (principal), Mari Ellen Frazier, (librarian) and John Schenck. Some mild resistance in primary wing.

2.7 determine how non-involved staff members describe what has been done, who is involved, and how they explain discrepancies.

No substantial data to report.

Rod Fielder
Professor of Education
Oregon State University

assist them to help their children internalize values and become self disciplined). Generally, energy now seems to be toward translating the findings into an "elective program" next year and the addition of a "trained counselor". The latter seems to be a carryover from a visit to Springfield (Jepperson). However, I find the latter action item very unappealing since it seems to be an easy out . . . let the counselor talk to kids and make home calls. I was frankly disappointed in the condensed list of findings and so informed the faculty. The list seemed lifeless, bland, and generalized (see item 1.3). However, I believe the findings represent real concerns and interests. The process of refining them washed out their verve and hominess.

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

SCHOOL OF EDUCATION

May 26, 1972

TO: Roy Edelfelt

RE: Site Visit, Hillcrest Elementary School, Hayward, California

1. Collecting Information

1.1 This report is based solely on a "cold" (no documents reviewed prior to visit) one-day site visit.

1.2 Schedule

- - 30 minutes, informal, teachersroom chat (Dunn, O'Donnell, Mirande)
- - 20 minutes, interview, Arvenson, Superintendent
- - 40 minutes, interview, Mirande, Principal
- - 30 minutes, letting off steam, Holt, teacher
- - 20 minutes, interview, Newbauer, teacher
- - 15 minutes, interview, Dunne, teacher
- - 20 minutes, interview, Forsyth, School Psychologist
- - 15 minutes, interview, Masengill, HUTA exec. secretary
- - 20 minutes, heart-to-heart, Massengill, Dunne, O'Donnell
- - 20 minutes, interview, O'Donnell
- - 40 minutes, informal questioning, parents meeting
- - 25 minutes, interview, Mrs. Allen, teacher
- - 15 minutes, talk, President elect, HUTA
- - 30 minutes, talk, Lewie Burnette, Dean, Hayward
- - 25 minutes, talk, Don Beck (ex-president, HUTA), Dunne, O'Donnell
- - 15 minutes, Mirande, Principal

1.3 Wrinkle

- - At approximately 12:30 I stepped out of role to have a heart-to-heart with project directors and executive secretary, HUTA. Told them my data source was incomplete, biased, etc. . . yet I sensed the project was in deep trouble. HUTA had a big stake in making sure teachers don't blow this one. My data showed: high faculty resentment, luke-warm to resistant administration, growing parent unsatisfaction, too much focus on "doing reports", too little focus on problem solving at Hillcrest. Suggested a three part strategy: (1) get Cal State to supply teachers-in-training as support for faculty; (2) use the remaining time, money and talent to plan for next year (non-grading, multi-age, curriculum, staffing, etc.); (3) share the leadership, power, ego-trips.

This frank, blunt, open talk seemed well received but it did shift me from role of evaluator to role of consultant. And, so the data got screwed up.

2. Charge to Impartial Observer

Evaluation by the impartial observer should:

2.1 judge whether the basic idea of expecting a local association to reform teacher education (inservice) is feasible in the specific school situation (should combine a philosophical exercise and an analysis of the school-community college complex);

After seeing all four sites, I'm of the impression that Project '72 will work when these two conditions prevail. (1) the principal is secure within himself yet open to teacher initiative and (2) the teacher leaders are more or less "selfless", a teacher's teacher, with a strong altruistic streak. In this particular situation I don't believe either situation prevails. The principal appears to be a marginal person and educator looking mainly for a smooth three years to retirement. The teacher-leader, while bright, aggressive, energetic, is not altogether selfless, this project has been an ego trip for her too In my judgement, Project '72 at Hillcrest has been and may continue to be an "unworkable" idea.

2.2 assess the ability of local associations to support a project at the building level which is designed to help teachers change themselves;

Cloyd Masengil, local association executive director, seems alert, fairly well informed, and receptive. However, he appears not to have a clear strategy or thrust in developing this "non-salary" negotiable area. Unlike San Diego, the project idea is not yet "owned" locally nor internalized . . it is still Washington's idea, somebody else's notion. The newly elected HUTA president is uniformed and my guess is, will not be a source of strength next year. Past president is understanding and supportive. HUTA has done all of the ordinary supportive things, mainly secretarial and managerial. Apparently CTA has been sensitive and concerned about this project. However, they have pulled their man off the project to work on another emergency (Stull Bill, I believe).

2.3 witness the collaboration or conflict between school district and local association personnel;

(see 2.1 above). There seem to be three points of origin in the conflict experienced at Hillcrest. First, the principal is more or less a "hot air specialist" bound to be threatened by any sort of teacher initiative. Secondly, I think Lenore (teacher leader) became overly "Washington centered" and lost touch with her troops and their concerns. The troops wanted to fly around and attend meetings too. They wanted to be "insiders." Thirdly, the project did not link tightly and quickly to the non-graded project started just this year at Hillcrest. Instead, non-gradedness (Mirande's baby) got separated from child study (Lenore's baby) and competetive for teacher time, energy, loyalty. Overlaying this was a passive coolness in the central office (director of curriculum, et. al.). "The administration, regardless of what they say, from top to bottom, wanted the project to fail", Don Beck, past president, HUTA. I have little evidence to contradict the charge.

2.4 describe what actually went on - as contrasted with dreams and imagination;

This is harsh and perhaps overly critical, but I believe that this project has mainly focused on doing somebody else's agenda and never really got a sure grip on using '72 to solve curricular problems right in their own halls, rooms, and play grounds.

2.5 make a general assessment of the value of the project in terms of the changes accomplished or promised - related to the time, energy and money spent on the projects;

Apparently this project has expended terrific energy and time to accomplish not a great deal. Periods of frustration have been frequent and intense. Teachers believe that "deadlines" and "what Edelfelt wants" have governed much of the activity.

2.6 assess the degree to which staff as a school has been involved;

One of the misfortunes of this projectwas to lose two young, involved teachers (car accident). They may have made a difference. Nonetheless, the Project did not have a wide base of informed, involved teachers. Yet, to be fair, the staff would be damned near impossible to unify and excite under any circumstance. The building has more than its share of possive, resistant, bickering types.

2.7 determine how non-involved staff members describe what has been done, who is involved, and how they explain discrepancies.

The non-involved staff are openly bitter and probably vindictive. They regard the Project as "a boor" (studying the obvious) or as "goodies for a few". The staff is very small. I believe approximately 50% are actively against Project '72.

Rod Fielder
Professor of Educ

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY

SCHOOL OF EDUCATION

May 26, 1972

TO: Roy Edelfelt

RE: Site Visit, Moffitt Elementary School, Springfield, Oregon

1. Collecting Information

1.1 This report is based on a one-day site visit without prior review of any project description or documents.

1.2 Schedule (Principal at a meeting; Virginia Jeppeson ill)

- - 30 minutes, interview, Julie Kessler, teacher
- - 25 minutes, interview with two key teachers (Jean McCauley, writing committee chairman, and Bev Hackleman)
- - 15 minutes, interview, Sandy Hanna, S.E.A. representative
- - 15 minutes, informal teachers room chat, Hank Rogers, teacher
- - 30 minutes, lunch interview, Frank Walker, teacher
- - 15 minutes, chat, Jean McCauley
- - 30 minutes, interview, Louise Kauther, teacher
- - 15 minutes, interview, Hank Rogers, teacher
- - 30 minutes, formal interview, Sandy Hanna, teacher
- - 30 minutes, staff meeting

1.3 Intriguing thoughts from cassette data collection with kids

-- "Why do monkeys like peanuts?" 6th grader

-- "Why do they call orange orange?" 3rd grader

-- "Why does the sun bright?" 1st grade

-- "Why is it supposed to rain in 1972?" 3rd grade

-- "My favorite time at school is 11:30," 5th grade

2. Charge to Impartial Observer

Evaluation by the impartial observer should:

2.1 judge whether the basic idea of expecting a local association to reform teacher education (inservice) is feasible in the specific school situation (should combine a philosophical exercise and an analysis of the school-community college complex);

Quite a feasible idea for Springfield, probably due mainly to Virginia Jepperson and a cadre of competent teachers. While the building principal is not overly bright, he doesn't appear to be threatened either. Moffitt has used this grant to obtain a second small grant from the Oregon Board of Education to finance a summer workshop for teachers to continue next stages of Project '72. Next stages is probably materials development in science to respond to the many questions children ask in that area.

2.2 assess the ability of local associations to support a project at the building level which is designed to help teachers change themselves;

Local Association does not seem to be heavily involved, aware, or interested in this project. The idea itself will probably need 3 to 5 years of work before local associations begin to budget dollars and talent for projects like this. No resistance . . . just no active involvement. "Teachers associations are for money and work conditions," or so it seems.

2.3 witness the collaboration or conflict between school district and local association personnel;

Collaboration fairly evident. Everett Snyder, Assistant Superintendent has been regular meeting attender and to his surprise found teachers assigning him project tasks with due dates! Building principal a pleasant zero but does not get in the way. However, the SEA representative said that the original board approval for the project carried by only one vote. There may be more conflict present than I'm able to pick up.

2.4 describe what actually went on - as contrasted with dreams and imagination;

Outcomes are very straight forward. Primarily they are student study, parent communication, and increased faculty communication about curriculum and children. Main creative contribution seems to be the use of cassette tape recorders for voluntary data from children about schools. Seemed to get fresh, useful, unstilted information. Second creative contribution seems to be the process of inventing categories to organize the data. Main dissatisfaction seems to be with the questionnaire -- slanted data, and with data from young children. They record only the instant thought, I like to make pudding because that is what happened that morning.

2.5 make a general assessment of the value of the project in terms of the changes accomplished or promised - related to the time, energy and money spent on the projects;

Very valuable project. Has built a teacher group. Has built a base of child assessment. Has resulted in a second small grant to continue into area of teacher in-service education and local curriculum development.

2.6 assess the degree to which staff as a school has been involved;

Rather widespread staff involvement though the core group seems to be the nine man writing team (six teachers). Only two people seem uninvolved or resistant. (see 2.7)

2.7 determine how non-involved staff members describe what has been done, who is involved, and how they explain discrepancies.

Sandy Hanna, S.E.A. representative, seems to be the one vocal critic of the "Moffitt Project." Her criticism seems to be primarily from an interpretation of "teacher reform" to mean TEPS like action against colleges and universities for their shoddy teacher training programs. She also thinks its a waste of money to determine what the interests of children are. "We've known that for years." Also, building principal won't stick his neck out, so nothing will come of this." Project could be good if they narrowed down the focus and created specific ideas for say, "hand construction activities" which kids are asking for. If Ginny Jepperson leaves it (the Project) will dwindle to nothing." Sandy, however, seems pretty rigid as a person (to me) plus she's caring for an invalid mother and will likely take a year off.

OSU

CORVALLIS, OREGON 97331

OREGON STATE UNIVERSITY
SCHOOL OF EDUCATION

May 26, 1972

TO: Roy Edelfelt

RE: Site Visit, Taft Jr. High, San Diego (5-10-72)

1. Collecting Information

1.1 I requested a project description from Taft but it didn't arrive in time. Hence, this report is based solely on a "cold" one-day site visit.

1.2 Formal People Contacts

- - 30 minute interview, John Patton, Social Studies/English teacher
- - 40 minute interview, _____Hawksworth, P.E. teacher
- - 30 minute interview, Jim Buchard, shop teacher
- - 20 minute conversation/lunch, Russ Armstead, English/ Social Studies teacher
- - 30 minute interview/lunch, Bob Stein and Roxy Knaup, Social Studies/English and Math teachers respectively
- - 40 minute "round table" with 11 students (7, 8, and 9th graders "inside" and "outside" the TIS project)
- - 40 minute interview, _____Zenizek, Math Department Chairman (non-project faculty)
- - 30 minute interview, J.M. Tarvin, Vice Principal
- - 20 minute interview, _____Carlin, Art teacher

1.3 Informal People Contacts

- - Eddie, Teacher's Association Printshop operator
- - Big John Stanton, Student
- - Dick, Teaching Assistant
- - Dennis Duchene, Student
- - Debbie Cohen, Student

2. Charge to Impartial Observer

Evaluation by the impartial observer should:

2.1 judge whether the basic idea of expecting a local association to reform teacher education (inservice) is feasible in the specific school situation (should combine a philosophical exercise and an analysis of the school-community college complex);

This site represents "Project '72" at its very best. It's most dramatic achievement has been to focus teacher thought and energy on students and their success. Previously, teachers had been entirely focused on the mechanics of running a school within a school. The "reform", however, has been very low-keyed with no dramatic techniques nor spectacular training settings. Change has seem to come about through ordinary acitvities, i.e., visits to other schools; weekly faculty meetings; parent conferencing.

2.2 assess the ability of local associations to support a project at the building level which is designed to help teachers change themselves;

Local Association support is the enigma of "Project '72". Generally, the stance has been that "The Association" is very "interested and supportive", and "they don't get in our way . . . " "No, they don't support us financially", and "no, they have plans to expand Project '72 through local initiative." Yet, San Diego was the only site where I was picked up at the motel by an Association staff member, namely Eddie the print-shop handyman. But, obviously, Project '72 in San Diego is strongly linked to the local association. Russ Armstead, for example, is president of the association and one of the founders of T.I.S. (local name for Project '72). Additionally, the teachers all are very "grassroots" in their philosophy, e.g., "We don't need outside money because we want to show that teachers can make changes on a shoe string and without big Federal grants."

2.3 witness the collaboration or conflict between school district and local association personnel;

District and teacher collaboration is probably strongest here than at any "Project '72 site". Key people in T.I.S. also serve on the superintendents District-wide committees for Alternative Schools, Ideal School, and Year Around School. Project '72 faculty are uniformly in praise of the building principal (whom I did not meet because he was out of town), the Superintendent and assistant superintendent. The Superintendent requested and attended a two hour Taft faculty meeting devoted to the T.I.S. Project (in positive support thereof). Building level involvement of the Superintendent of this large a district is very dramatic and visible. T.I.S. is not without its conflict, however. Mainly this conflict is between teacher and teacher, those of the regular school versus those in T.I.S. (school within a school). Apparently, T.I.S. was severely criticized in teacher ranks last year (soft curriculum; excessive freedom; no discipline) but this seems to have abated some this year due to more conscious attempts to communicate to the regular staff. Additionally, the principal has been <u>very conscious</u> of not giving T.I.S. any favors, mainly in the supply budget category.

2.4 describe what actually went on - as contrasted with dreams and imagination;

Apparently, T.I.S. went through the fantasy stage about two years ago when Bob Stein, Russ Armstead, and John Patton got together to "team teach" in English/History. The project now is very sober and practical. They get done exactly what they say they will. The sober practicality, however, does not detract from quieter excitement and deep commitment to youth which permeates T.I.S. The philosophy and committment is there, they just don't expect the quick, glamorous solution anymore. Year 1, then, was a three-man, team teaching affair emphasizing cross-disciplinary themes, etc. Year 2, was an expanded group involved in the mechanics of operating a school within a school. Year 3, Project '72, has focused on students, teacher behavior as it relates to students, motivation, and teaching philosophy. Most of the faculty in T.I.S. next page

2.5 make a general assessment of the value of the project in terms of the changes accomplished or promised - related to the time, energy and money spent on the projects;

T.I.S. has worked to and beyond the expectations of Project '72. This week the staff met formally to identify (for the first time) and review the progress of 28 EMH and EMR students who had functioned within the program as regular students. None were problems. Two made honors. One epileptic had been to 7 schools prior to T.I.S.; at T.I.S. he had not had one seisure. Big John Stanton, one of my guides (deep voice, 6 foot 2, big kid) remarked that, "last year I raised hell around this school. But you know, the world is changing. I decided to change with it. Besides, it T.I.S. we have all the best teachers."

I was given an informal "lecture" by a seventh grader on individual differences, the art of teaching, the limits of freedom while we passed from one building to the next. The lecture was cogent, enthusiastic, and insightful.

2.6 assess the degree to which staff as a school has been involved;

Staff within T.I.S. has been heavily involved, though the leadership core is clearly Armstead, Patton and Stein. Total school involvement is harder to assess. Clearly, other teachers outside T.I.S. are suspicious and resentful. Counselors, particularly, are threatened by the T.I.S. faculty's stress on teacher-as-counselor. The building principal is apparently the King-pin holding his two staffs together in a positive, fair manner.

2.7 determine how non-involved staff members describe what has been done, who is involved, and how they explain discrepancies.

My chief information source of the non-involved faculty is the vice-principal and the Math Department Chairman (ex Navy Captain). He pictures himself as a "moderate" in his views on T.I.S. Believes they are trying to create a flexible situation out of a traditional setting which emphasized heavy discipline. Believes in the TIS concepts, in theory, but doubts that students are ready for that much freedom. "T.I.S. has a lot of visitors. Gets lots of attention." "Doesn't create a split in faculty but lots of envy and jelousy." It is my impression that the uninvolved staff, while threatened, do have a point about the excesses of freedom for children. T.I.S. this year under Project '72, has attempted to communicate more about their project and to re-examine the conditions of freedom they arrange for their students.

Rod Fielder
Oregon State

have visited other schools and quasi-educational agencies. All have participated in parent round tables (structured home visits). Bob Stein has taken the leadership in completing the student questionnaire. The entire faculty often meets to discuss one child or group of students (afternoons, weekly, evenings, bi-monthly, all-day once a year). T.I.S. is scheduled to run a summer school this year. T.I.S. has done a special study of its EMH and EMR students (all students mixed in T.I.S.). These are the chief accomplishments.

As I met in round table with T.I.S. and non-T.I.S. students, there was fierce interest and pride in the school-within-a-school (T.I.S.). I have every reason to believe that Project '72 has made a difference in faculty perceptions and skills and this in turn has made a real and positive difference in the lives of children and the make-up of this school. It may well make a difference in the philosophy of the District.

Project 72

April 19, 1972

PARKVIEW MODEL SCHOOL

I. Primary Emphasis

To meet the needs of the child by assisting in the development a well-adjusted human being who has the ability to use basic skills and make appropriate decisions.

II. Learnings

Ultimately determined by society, interpreted and implemented by teachers, parents and students.

III. Content

Should be determined by professional educators utilizing guidelines based upon knowledge of principles of child growth and development and with parental and student suggestions for material with which to build.

IV. Curriculum Organization

Curriculum should be planned and organized by professional educators utilizing suggestions from parents and students.

V. Teacher's main function

To guide students to personal fulfillment.

VI. Criteria for the measurement of learning

is a demonstrated change in behavior.

VII. Time schedule for school learning

should remain flexible based on sound educational principles to be organized around the needs of the child.

VIII. Organization of students

should be flexible depending on objectives, purposes, or nature of acitivity.

IX. Organization of teachers

should remain flexible allowing for individual differences and preferences.

Project 72
April 19, 1972

PERSONNEL FOR PARKVIEW MODEL SCHOOL

The staff of Parkview Model School should consist of a principal, classroom teachers, reading improvement teacher, resource teacher, [redacted] counselor, music, physical education, and art teachers, aides, secretary and custodians.

The staff should reflect a range of ages, interests, abilities and experiences. Racial make-up of the staff should parallel that of the community. Staff should consist of both men and women.

Members of the staff should be flexible, empathetic, compassionate, tolerant, knowledgeable, and ethical. The individuals should have a positive self-concept, sense of humor, a wide spectrum of interests and a lot of stamina. Each member should have a desire to continue to grow professionally.

Project 72

April 24, 1972

PARKVIEW MODEL SCHOOL

Staff In-Service Training Program

1. How to individualize learning in practical ways especially for Parkview

2. How to use auxiliary personnel.

3. How to develop awareness skills, awareness of students and their needs.

4. Have opportunity within staff to share current educational issues.

5. How to weld two schools next year
   Devise some ways of getting to know next year's students.

6. How to team teach.

INFORMATION SHEET Appendix 9

Reform in Teacher Education

	Taft Junior High (San Diego)	Moffitt Elementary (Springfield)	Parkview Elementary (Bellingham)	Hillcrest Elementary (Hayward)
No. of students	1560	430	312	280
Stud. pop. of district	128,629	9,790	8,500	25,296
School setting	Urban	Urban	Urban	Surburban
Community pop.	746,500	28,000	42,500	96,000
Ethnic-racial make-up of stud. body	Wht. 85% Blk. 5.8% S.A. 4.9% Oth. 3.9%	Wht.	Wht. Oth.	Wht. 71.30% Blk. 4.84% S.A. 18.75% Oth. 11.38%
Percentage of students from families of:				
low income	10	17	10	30
lower middle income	75	78.9	20	30
upper middle income	15	4	70	30
upper income	.5	.1	--	10
Per pupil cost in average daily membership	$853.00	$878.79	$821.66	$743.69
No. of tchrs. on staff in pilot school:				
Women	30 6*	16	11	11
Men	35 6*	6	4	1
Total	65 12*	22	15	12
Mbrshp. of local assn.	4,300	486	427	885
Per. of tchrs. in sch. dist. belonging to local assn.	70	90	98	80

*Teachers actually involved in pilot project--School-within-a-school.

con t.

	Taft Junior High	Moffitt Elementary	Parkview Elementary	Hillcrest Elementary
No. of teachers with _____ degrees:				
Bachelor's	15	22	11	8
Graduate credit leading to Master's	25	22	11	0
Master's	19	9	3	4
Graduate credit leading to Doctor's	6	2	1	0
Ph.D.	0	0	0	0
Ed.D.	0	1	0	0
No. of other members of school staff:				
Teacher Aides	12 3*	1.5	1	1
Librarians	1.5	1**	.5	--
Counselors	4**	1**	--	--
Other	6 office 8 cust. 25 caf.	.5 ea., int. supv., nurse aide	.5 ea., read. Tchr., noon aide	1 ea., read. spec., spec., ed.
Genrl. training of other members of staff:				
Teacher aides	college	high sch.	Bachelor's	Jun. coll.
Librarians	Master's	Master's		
Counselors	Master's	Ph.D.		
Other	high sch. +	Master's		Master's
Ethnic-racial make-up of staff	Wht. 87% Blk. 8% S.A. 5%	Wht.	Wht.	Wht.

* Teachers actually involved in pilot project---School-within-a-school.
** These other staff members are also included in the previous total number of teachers on staff. They could not be separated out of staff totals by sex.